

**TEACHERS' VIEWS ON THE CHALLENGES THEY EXPERIENCE
WHEN IMPLEMENTING THE CURRICULUM AND ASSESSMENT
POLICY STATEMENT IN THE FOUNDATION PHASE**

by

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DECLARATION WITH REGARD TO INDEPENDENT WORK

I, Pearl Tabea Morolong, of student number _____, do hereby declare that this research project submitted to the Central University of Technology, Free State for the Degree: Master of Education, is my own independent work; and complies with the Code of Academic Integrity, as well as other relevant policies, procedures, rules and regulations of the Central University of Technology, Free State; and has not been submitted before to any institution by myself or any other person in fulfilment (or partial fulfilment) of the requirements for the attainment of any qualification.

SIGNATURE OF STUDENT

DATE

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I would like to thank God Almighty for giving me the ability, courage and perservarance to undertake and complete this study. I would also like to acknowledge the following people for their contribution to this study:

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DEDICATION

I dedicate this study to my beloved late father; MANDE DENNIS MATHIBE, who taught me the value of hard work and for inspiring me to pursue my goals in life and to my dear late sister; MASEGO MATHIBE for always believing in me and for her endless love. May their memories forever be a comfort and a blessing.

ABSTRACT

The South African education system has been evolving since the democratically elected government came into power in 1994. As a result, a number of curriculum reforms have been introduced within a short space of time. Curriculum change impacts on the work of the teachers who are at the forefront of curriculum innovation and implementation. This study attempts to provide a picture of what is currently occurring in primary schools pertaining to the challenges that Foundation Phase teachers encounter when they implement Curriculum and Assessment Policy Statement (CAPS) in the classroom. The research aims to provide a view from teacher's perspectives and understanding of the curriculum and how it impacts on their teaching practice.

The literature review revealed that curriculum change is inevitable because in order to keep up with the needs of a constantly changing society, it also has to change. The question that captivated the researcher regarding curriculum change is how the teachers view this change and their experiences when implementing the new curriculum. The literature reviewed also revealed that, in any curriculum change, teachers as curriculum implementers should be involved in curriculum development processes and should undergo extensive training before the envisaged curriculum can be implemented. Furthermore, teachers should be exposed to continuous professional development so that they can be informed on developments and increase their knowledge and skills, which will result in quality teaching and learning.

The study employed a sequential explanatory mixed method research design. This design afforded the researcher an opportunity to obtain in-depth knowledge and understanding of the challenges Foundation Phase teachers experience when they implement CAPS. The findings of the study reveal that there is a statistically significant relationship between Foundation Phase teachers' views and their implementation of CAPS. The results also reveal that the implementation of CAPS in the Foundation Phase is a burden; it is difficult and time consuming to implement CAPS in the Foundation Phase; there is lack of the school management teams' assistance in the implementation

of CAPS; there is lack of in-service training; schools' infrastructure does not provide learners with a safe and healthy learning environment, there is minimal parental involvement at schools; there is lack of teaching and learning support material; there are overcrowded classrooms; progressed learners frustrate effective teaching and lastly, there is lack of teacher initiative.

This research recommends that before a new curriculum is implemented, thorough research must be done along with an analysis to check the viability and implications of the curriculum in the South African context; assistant teachers should be introduced in the South African education system to reduce the administration load of teachers; teachers should receive training in the teaching of learners with learning barriers; there should be a review of CAPS' content and allocated teaching time; there should be a provision of adequate teaching and learning support material; and members of the school management team must nurture and mentor their staff to enhance a positive school climate.

Keywords: Continuous professional development; curriculum; Curriculum and Assessment Policy Statement; curriculum change; curriculum development processes; curriculum implementation; foundation phase; foundation phase teachers; school climate; school management team.

LIST OF ABRREVIATIONS

ANOVA – Analysis of variance

C2005 – Curriculum 2005

CAPS – Curriculum and Assessment Policy Statement

CPTD – Continuous Professional Training and Development

CT – Communication technology

CTA – Common Task of Assessment

DBE – Department of Basic Education

DOE – Department of Education

FAL – First Additional Language

FP – Foundation Phase

HL – Home Language

HOD – Head of Department

HSRC – Human Sciences Research Council

ICT – Information and Communication Technology

INSET – In-service Training

IQMS – Integrated Quality Management System

IT – Information Technology

LF – Learning Facilitator

LO – Learning Outcomes

LTSM – Learning and Teaching Support Material

NCS – National Curriculum Statement

NGO – Non-Government Organisation

NP – National Party

NQF – National Qualification Framework

OBE – Outcomes Based Education

OECD – Organization for Economic Cooperation and Development

RDD – Research Development and Diffusion

RNCS – Revised National Curriculum Statement

SASA – South African Schools Act

SBA – School Based Assessment

SGB – School Governing Body

SMT – School Management Team

SPSS – Statistical Packages for Social Sciences

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 Introduction

Curriculum change happens globally on a continuing basis and imitates changes in society. Amimo (2009) believes that a perfect curriculum will never exist, this is because the environment is constantly changing which results in the creation of new needs in the society. A curriculum has to develop and change all the time in order to cater for the new needs in society. On realization of political liberation in 1994, the newly elected democratic government had to address the obvious discrepancies of the education sector, which had been primarily designed on racial grounds. The previous education system was based on segregation and was discriminative, hence the democratic government needed to redress the past discrepancies of the apartheid education system.

In doing this, a number of education reforms were realised. The first one was Curriculum 2005, which advocated for the implementation of outcomes-based education (OBE). This curriculum encouraged teachers to adopt new teaching methods, which moved from being teacher-centred to learner-centred wherein the emphasis was on the assessment of outcomes. The current curriculum change is the Curriculum and Assessment Policy Statement (CAPS), which began in 2012, its objective was to advance the quality of education in schools (Bantwini 2010). CAPS places emphasis on the content that must be taught and the compulsory number and type of assessment tasks for each subject. The aim is to confirm that teachers and learners have proper comprehension of the topics that must be addressed in each subject.

1.2 Background of the Study

Curriculum 2005 (C2005) was the start of the change of the education system from the old to the new under the democratic government. Curriculum 2005 encouraged for the adoption of Outcomes-Based Education (OBE). It was introduced with the idea of transforming education from being educator-centred to learner-centred. The emphasis was on producing learners who are critical thinkers, who have problem-solving skills and are responsible for their own learning. Teachers struggled to understand what the new curriculum required them to do, and together with the terminology used in the policy document, it was difficult for them to implement the curriculum in the classroom with ease. Due to the negative public perceptions of OBE, the Minister of Basic Education established a Ministerial Committee in 2009 to review the curriculum (DBE 2013).

The review committee recommended that the curriculum be supported by restructuring its design features, simplifying its language, aligning curriculum and assessment and improving teacher orientation and training, learner support material and provincial support (Hoadley & Jansen 2010). The Revised National Curriculum Statement (RNCS) came into place in April 2002 and was implemented in 2004, starting with Grade R. It specified the required outcomes and standards used to assess whether learners have achieved the outcomes. The outcomes encourage a learner-centred and activity-based approach to teaching, focusing on what the educator wants to achieve at the end of the teaching process.

The RNCS supported an inclusive approach by indicating the minimum requirements for all learners (Department of Education 2002). The emphasis was on producing learners who are critical thinkers, who have problem-solving skills and are responsible for their own learning. Teachers struggled to understand what the new curriculum required them to do, and together with the terminology used in the policy document, it was difficult for them to implement the curriculum in the classroom with ease. Due to the negative public perceptions of OBE, the Minister of Basic Education established a Ministerial Committee in 2009 to review the curriculum (DBE 2013). The learning areas in the RNCS were eight in number in the intermediate phase, though in actual fact they were nine. In the Foundation Phase, there were three learning programmes, namely, Home Language,

Maths and Life Skills. Under language, there was Home Language (HL) and First Additional Language (FAL).

The Minister of Basic Education received many complaints and comments regarding the implementation of the National Curriculum Statement (NCS). The NCS was criticized for overloading teachers with administrative tasks that led to teachers being overworked. The Minister of Basic Education designated a panel of external curriculum professionals to study the curriculum implementation challenges in July 2009. The National Curriculum Statement was amended and improved and Curriculum and Assessment Policy Statements (CAPS) was introduced in the Foundation Phase in 2012 and Grade 10, and in 2013, it was introduced in the Intermediate Phase and Grade 11, whereas in 2014 it was introduced into the Senior Phase and Grade 12. The motivation behind the introduction of CAPS was to reduce the workload on learners and teachers caused by too many learning areas.

Some of the main changes introduced by CAPS are focussing on going back to basics; replacing group work by individual work; Learning Areas and Learning Programmes called subjects; learning outcomes and assessment standards being replaced with topics. CAPS breaks down each subject into teaching weeks and outlines the topics that need to be covered per week and the reduction of subjects (Department of Basic Education 2011a).

These changes and improvements of curriculum affected educators as they are the agents of change. If teachers are not well informed on the changes in the curriculum, however, it will be difficult for them to effectively implement those changes. Erden (2010) argues that it is imperative for teachers to understand the basis of the curriculum theory so that they can be able to implement the curriculum successfully.

1.3 Problem Statement

CAPS brought about substantial changes in the methods of assessments, contact teaching time and new teaching styles. However, it is plagued by challenges such as insufficient resources, an absence of teacher training, the type of content taught, teachers being overloaded by administrative work and assessment methods which are too controlled and restrictive. These challenges negatively impact on the performance of teachers in general and learners with different learning needs.

CAPS was introduced with the idea of supporting teachers by decreasing their workload and simplifying terminology. Teachers play a vital role in the implementation of any new curriculum and must be instrumental in all stages of curriculum development and implementation. Du Plessis (2013) indicated that teachers and principals did not acquire sufficient knowledge and skills of how to apply CAPS because the training that they attended was not enough. Certainly, while the new curriculum emphasises a learner-centred approach, the teachers are not adequately equipped to perform the new tasks. They lack the theoretical knowledge and understanding of principles guiding the implementation of curriculum change.

Another aspect which complicates the successful implementation of CAPS has been the absence of subject experts to assist teachers in schools in the enactment of the curriculum. Van der Nest (2012) contends that a change in curriculum necessitates for a change in the role of the teacher. In 2005, Foundation Phase teachers began to implement the National Curriculum Statement, although it was still vague as to what was expected of them in terms of the curriculum changes due to lack of in-depth training (Burger 2009). Lack of teacher training and lack of appropriate resources, amongst other factors, may hinder successful implementation of CAPS in the Foundation Phase at Lejweleputswa district. Hence, this research explores the views of foundation teachers on the problems they encounter when applying the curriculum and assessment policy statement.

1.4 Research Aim and Objectives

The aim of this research is to explore the views of teachers on the challenges they encounter when implementing CAPS in the Foundation Phase. In order to realize this aim, the following research questions will be examined:

1.4.1 Research Questions

- How do Foundation Phase teachers implement curriculum and assessment policy statement in the classrooms?
- What challenges do Foundation Phase teachers experience when they implement curriculum and assessment policy statement in their schools?
- What kind of support do Foundation Phase teachers receive when they implement curriculum and assessment policy statement?
- Is there a statistically significant relationship between Foundation Phase teachers' views and their implementation of curriculum and assessment policy statement?
- Is there a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of curriculum and assessment policy statement?
- Is there a statistically significant difference among young, middle-aged and old teachers in the implementation of curriculum and assessment policy statement in the Foundation Phase?
- Is there a statistically significant difference among teachers with teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of curriculum and assessment policy statement in the Foundation Phase?

1.4.2 Research Objectives

In order to achieve the aim of this research, the following objectives should be realised. These objectives are to:

- Establish how Foundation Phase teachers implement curriculum and assessment policy statement in the classrooms.
- Identify the challenges Foundation Phase teachers experience when they implement curriculum and assessment policy statement in their schools.
- Examine the kind of support Foundation Phase teachers receive when they implement curriculum and assessment policy statement.
- Determine if there is a statistically significant relationship between Foundation Phase teachers' views and their implementation of curriculum and assessment policy statement.
- Ascertain if there is a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of curriculum and assessment policy statement.
- Find out if there is a statistically significant difference among young, middle-aged and old teachers in the implementation of curriculum and assessment policy statement in the Foundation Phase.
- Decide if there is a statistically significant difference among teachers who have teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of curriculum and assessment policy statement in the Foundation Phase.

1.5 Hypotheses

The following hypotheses will be tested in this research:

1.5.1 Group 1 Hypotheses

H_0 = There is no statistically significant relationship between Foundation Phase teachers' views and their implementation of curriculum and assessment policy statement.

H_1 = There is a statistically significant relationship between Foundation Phase teachers' views and their implementation of curriculum and assessment policy statement.

1.5.2 Group 2 Hypotheses

H_0 = There is no statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of curriculum and assessment policy statement.

H_1 = There is a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of curriculum and assessment policy statement.

1.5.3 Group 3 Hypotheses

H_0 = There is no statistically significant difference among young, middle-aged and old teachers in the implementation of curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistically significant difference among young, middle-aged and old teachers in the implementation of curriculum and assessment policy statement in the Foundation Phase.

1.5.4 Group 4 Hypotheses

H_0 = There is no statistically significant difference among teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistically significant difference among teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of curriculum and assessment policy statement in the Foundation Phase.

1.5.5 Group 5 Hypotheses

H_0 = There is no statistically significant difference among teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistically significant difference among teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of curriculum and assessment policy statement in the Foundation Phase.

1.6 Purpose of the Study

The objective of this research study is to explore teacher's views on the challenges they experience when implementing Curriculum and Assessment Policy Statement in the classrooms. CAPS brings challenges and hinders teaching and learning in South African schools. If these problems are overlooked, it will have negative consequences on the performance of teachers and learners and on the South African education system in general.

1.7 Significance of the Study

The expectation for this study is that the research will provide curriculum designers with a platform with which to reflect and cross-examine their own perceptions with regards to the impact of curriculum change on education. The study will therefore enhance the insights of all relevant stakeholders in education on the issues that arise with curriculum changes. In exploring the challenges of curriculum implementation, significant information can be obtained relating to possible mistakes that could arise. This research offers evidence on how teachers are experiencing the present curriculum changes and how these changes influence teaching practices.

Therefore, this research concentrates on the challenges that teachers in the Foundation Phase encounter in the implementation of CAPS at particular schools in the Lejweleputswa district. Furthermore, the research has provided teachers with a platform to state their concerns on the CAPS curriculum by indicating their perceptions and experiences in curriculum implementation. The findings of this study are useful to curriculum specialists and to the Free State Department of Basic Education, particularly in terms of deepening their understanding of the challenges experienced in

implementing CAPS in the Foundation Phase. Furthermore, the study provides a premise for other researchers on the concept of curriculum implementation.

1.8 Preliminary Literature Review

Curriculum change is often motivated by social, economic and political changes in a country. Changes that take place globally also compel stakeholders in the education sphere to consider making changes in the schools and university curriculum. These global changes determine the kinds of curriculum changes that must be made and unavoidably, serve the interests of some groups at the expense of others (Hoadley & Jansen 2010). Furthermore, curriculum change is often instigated by a change in government. This is predominantly true in oppressive countries where the prevailing curriculum serves only a small minority of the population and an unjust ideology. When the apartheid system in South Africa was replaced by a democratic system, many South Africans expected the new government to change the curriculum to one that reflected values and beliefs of a non-racial democracy. Those who were racially discriminated against and denied education anticipated the new democratic government to develop a system that provides them with access to good education (Hoadley & Jansen 2010).

According to Hoadley and Jansen (2010), curriculum change often occurs in response to changing needs in society. In many cases, these happen independently to a change in government. These arising needs, which cause changes in curriculum, reflect the reality that education policy and curriculum are not stagnant. In order for curriculum to be effective and relevant to the current demands of society, it must be revisited often and changes implemented when the need arises. In the South African context, the newly elected democratic government saw the urgency in eradicating curriculum content and practices of the apartheid education system that were against the principles of social justice and equity. Government felt compelled to redress the past injustices and as a result, changes were made to the South African education system. The first curriculum changes under the democratically elected government was Curriculum 2005 (C2005) which was effected in 1997, the National Curriculum Statement (NCS) followed in 2002,

and in 2007 the Revised National Curriculum Statement (RNCS) was initiated. Curriculum and Assessment Policy Statement (CAPS) was introduced in 2012.

Continuous change in curriculum impacts on the lives, relationships and working styles of teachers, as well as the educational experiences of the learners. The role of the teacher changes and the teacher has to adapt to these curriculum changes, translate them and implement them into their teaching experience. The challenge is that teachers lack the ability to adapt to these changes due to, amongst other factors, lack of training and lack of knowledge of the ideologies and principles entrenched in the new curriculum. Hoadley and Jansen (2010) assert that one of the challenges of curriculum change is that it involves the introduction of a new discourse about education. It takes time for people in general to understand and accept new ways of thinking about education. It can take even longer for teachers to adjust as it requires them to abandon their old habits and traditional ways of teaching and familiarise themselves with the new methods of teaching. Another challenge is that the new policies may be defective and may be criticised or even rejected by the academic community and teacher unions.

A critical issue is how the curriculum was introduced. Teachers have expressed an offense to CAPS being imposed on them without their input. The concern, therefore, is not necessarily that teachers are resistant to change but that they are not always included in the planning of change. The teachers' views on the curriculum innovation and implementation process are imperative in ensuring success (Taole 2013). If the views and perceptions of teachers are not taken into account in curriculum implementation, teachers will not accept the curriculum changes, and the consequence will be a discrepancy between the official curriculum of the Department of Basic Education and the actual curriculum taught in the classrooms.

Another aspect that hinders curriculum implementation is the scarcity of resources. Teachers in the foundation phase must be provided with resource material such as colourful demonstration charts and classroom kits. Effective teaching and learning takes place when learners are able to engage with the subject matter in the form of images

and teaching objects, as opposed to having to visualize or imagine the subject matter or concepts being taught. True learning takes place when learners can practically see the concepts being taught.

Van der Nest (2012) classifies educational resources into three categories, namely human resources, cultural resources and material resources. Van der Nest (2012) further explains that firstly, human resources comprise of teachers themselves and the pedagogic content knowledge that they represent. Secondly, cultural resources contain language, time, and other culturally accessible tools or concepts and thirdly, material resources include the use of technology, documents and textbooks that may be utilised in the teaching and learning process.

Teacher preparation and support play a vital role in ensuring effective curriculum application because it promotes teachers' understanding of concepts in the curriculum and influences their classroom practices (Kirkgoz 2008). Training should therefore be conducted on an on-going basis in order to ensure that teachers fully understand the principles of the curriculum and know how to incorporate them in their pedagogy. Training sessions are also important in creating a platform where teachers can share ideas of how to implement the curriculum through the adoption of different teaching methods. Furthermore, it provides a space where teachers can learn techniques from each other on how to create their own learning and teaching support material (LTSM) that can be effectively used in classrooms.

1.9 Definition of Terms

The following paragraphs define concepts such as curriculum, Curriculum and Assessment Policy Statement (CAPS) and Foundation Phase.

1.9.1 Curriculum

Jacobs (2016) describes curriculum as a source of information or content that has to be conveyed. Furthermore, curriculum is an exercise or procedure through which

knowledge is transferred as a way to accomplish certain aims and goals in learners, which makes them the products of the curriculum.

Ornstein and Hunkins (2009:10) define curriculum as being *“a plan for achieving goals, it deals with learners’ experiences at school, it is a system of dealing with people, it is a field with its own foundations of, knowledge domains, research, theory, principles and specialists and lastly curriculum can be defined in terms of subject matter or content.”*

This definition suggests that teachers should possess the knowledge on all processes involved when implementing a new curriculum. They should also use their tacit knowledge to implement a curriculum effectively; hence, they should receive internal and external support for the achievement of curriculum goals.

1.9.2 Curriculum and Assessment Policy Statement

Curriculum and Assessment Policy Statement (CAPS) is described as a change to what is being taught in the curriculum, rather than how or the method used in teaching. CAPS is used as a starting point for filling in gaps, reducing repetition and clarifying where necessary. Under CAPS, learning areas are now called subjects, and Learning Outcomes and Assessment Standards have been cancelled but revised and incorporated into over-all aims of the South African curriculum and detailed aims of each subject (DBE 2011b).

1.9.3 Foundation Phase

The Department of Basic Education classifies the Foundation Phase under the CAPS curriculum as Grades R to 3 of Primary School (DBE 2011b).

1.9.4 Continuous Professional Development

Continuous professional development of teachers is described as a process whereby teachers reflect on their competencies, become trained in order to keep themselves updated with new developments (DBE 2010).

1.9.5 School Climate

Zepeda (2004:37) defines a school climate as *“the atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment such as safety, high expectations, and relationships with teachers, students, parents and administrators.”*

1.10 Research Design and Methodology

The following paragraphs briefly highlight the research design and methodology of this study.

1.10.1 Research Design

A research design is an outline of how the researcher plans to conduct a research study. Gray (2009) defines it as a comprehensive plan for gathering, measuring and investigating data. It explains the aim of the study and the questions to be addressed, the methods to be used for gathering data, the techniques used for selecting samples and the process utilised to analyse the data. McMillan (2014) maintains that the purpose of a research design is to identify a plan for producing practical evidence that will be utilised to answer the research questions. The intention is to use a research design that will offer an opportunity to draw the most binding, trustworthy suppositions from the answers obtained in the research questions. Since there is a multiplicity of research questions and several styles of research designs, it is crucial to match the question to a suitable design. Selecting the right type of research design is crucial as restrictions in interpreting the results are linked to each design. Furthermore, the research design determines how the data should be analysed.

The study used a mixed method design for the collection, analysis and interpretation of data. The quantitative research design allowed the researcher to specify the phenomena under study and to quantify the relationships between variables in the study. The qualitative research allowed the researcher a flexible and interactive approach with the participants, thereby enabling detailed, in-depth and meaningful responses.

The motivation for using this approach is that multiple approaches provides different insights that allow a deeper understanding of the phenomenon under investigation. Therefore, the quantitative and qualitative approaches are considered to complement one another as the quantitative findings provide statistical evidence which informs and supports the richness of the qualitative findings.

1.10.2 Research Methodology

McMillan and Schumacher (2010) reveal how descriptive research focuses on assessing relationships between phenomena and describing the level to which two or more quantitative variables are related. When a connection is found, scores within a particular range on one variable are associated with scores within a particular range on another variable. The researcher found the descriptive research methodology appropriate for the quantitative section of the study as it aims to describe the present conditions of the challenges faced by teachers in curriculum implementation. Creswell (2009) is of the view that the descriptive method describes the condition as it takes place during the time of the research study and discovers the causes of a particular situation or condition. Johnson and Christensen (2008) argue that the aim of the descriptive method is not in discovering cause-and-effect relationships between and amongst the variables being studied, but in describing the variables that exist in a particular situation as well as how to describe the relationships that exist between those variables.

The research method used for qualitative section of the study is phenomenology. Phenomenological research, according to Leedy and Ormord (2013), does not essentially provide fixed explanations but does increase awareness and understanding. The qualitative section of the study adopted the method of phenomenology in order to gather information on the perceptions of teachers with regards to the challenges they experience in the teaching of the CAPS curriculum. Phenomenology as a qualitative methodology helps researchers understand the phenomena in-depth as detailed information is gathered in the real-life setting and context of the participants. It emphasises the perceptions and feelings of participants. The qualitative methodology

provided the researcher with in depth knowledge and understanding of teachers' experiences of the current curriculum changes and how these changes influence their teaching practices.

1.11 Population and Sample

The following paragraphs highlight the population for this study and explain the selection of the sample.

1.11.1 Population

McMillan and Schumacher (2010:204) describe a population as “a group of individuals that adhere to particular criteria and from which we aim to generalize the results of the research”. The target population of the research study is Foundation Phase teachers in the Lejweleputswa district. It will, however, not be possible to gather data from all teachers; hence, a sample of the population was selected. The results gathered through the questionnaire from the sample population were then used to create generalisations about the entire population (Leedy & Ormrod 2013).

1.11.2 Sample

A sample as defined by Leedy and Ormord (2013) is a sub-section of a population that is used to represent an entire group. This study employed both probability and non-probability sampling, employing simple random sampling for the quantitative section and purposive sampling for the qualitative section of the research. In simple random sampling every member or unit of the population has an equal chance of being selected or drawn from the sample. Simple random sampling was therefore used to select a sample of 40 schools from the Lejweleputswa population. The motivation for using this kind of sampling method is that the researcher can estimate the accuracy of the generalisation of the results to the entire population (Bless, Higson-Smith, and Sithole 2013). For the quantitative section, simple random sampling was therefore used to distribute the data collection tool, namely the questionnaire, to the participants.

Non-probability sampling entails choosing participants who are typical of a group, who are well informed and knowledgeable on the subject and who represent diverse perspectives on a particular subject (Maree & Pietersen 2016). The method used for the qualitative section of the research was purposeful sampling, with eight participants chosen in the purposeful sample. The participants were purposively selected because they were knowledgeable and experienced Foundation Phase teachers who were comfortable to express their diverse views on challenges they were experiencing in implementing curriculum changes in their classrooms. In addition, participants were chosen because of their willingness to participate.

1.12 Data Collection and Research Instruments

Data functions as the basis for any research study and it is gathered through four field-based activities:

- *Interviewing*
- *Observing*
- *Collecting*
- *Examining (materials) and feelings* (Yin 2011:129).

For the purpose of this study, data will be collected by means of questionnaires and interviews.

1.12.1 Questionnaire

A questionnaire is a written set of questions or statements used to assess the attitudes, opinions, beliefs, and biographical information of the participants (McMillan 2014). The questionnaire used in this study was simple, concise and anonymous as well as structured, employing the use of close-ended questions. The questionnaire was given to the HOD's of the Foundation Phase of the participating schools who distributed them to the teachers. Teachers were informed on how to administer the questionnaire. Thereafter arrangements were made for a suitable collection time. Teachers provided information on how they experienced the current changes in the curriculum and how those changes affected their teaching practices.

1.12.2 Interviews

A research interview is a two-way conversation in which the interviewer asks the participant questions for the purpose of obtaining research-relevant information and for gathering content that is applicable to the specified research objectives. It also functions to test hypotheses or suggest new ones and can work in combination with other methods in a research study (McMillan & Schumacher 2010). Nieuwenhuis (2016a) emphasises that the purpose of the qualitative interview is to view the world from the perspective of the participants, and the data gathered can be of value as long as it is used properly. The aim is always to obtain rich descriptive data that will help you to understand the participants' construction of knowledge and social reality.

Interviews can be highly structured, semi-structured or unstructured. Structured interviews involve the interviewer asking the participant questions from a list of pre-determined questions, using the same wording and order of questions for each interview conducted. In an unstructured interview, however, the interviewer has complete freedom to ask their questions in a format that is relevant to the context of the interview (Kumar 2014). The semi-structured interview uses interviewing techniques from both the structured and unstructured interview styles. As a research tool, the interview represents a direct attempt by the researcher to obtain reliable and valid measures of information in the form of verbal responses from one or more respondents.

To provide clarity on concerns raised from questionnaires and in order to collect more data, semi-structured interviews were done with the sampled Foundation Phase teachers. The interviews comprised of open-ended questions and a recording device was used to record the interviews. Notes were also taken during the interviews. Permission to conduct the interviews was gained from the identified teachers and school principals prior to the interviews being conducted.

1.13 Validity, Reliability and Ethical Considerations

The following paragraphs briefly discuss validity, reliability and ethical considerations taken into account in this study.

1.13.1 Validity

Validity refers to the extent to which the test measures what it is supposed to measure (Gray 2009). Internal and external validity was used to ensure that the conclusions reached on the issue of the challenges faced by teachers in implementing the new curriculum are correct. As Yin so clearly states, *“A valid study is one that has properly collected and interpreted data in a manner that accurately concludes, reflects and represents the real world that was studied”* (2011:78).

The strategy used to ensure validity was a pilot study conducted of the questionnaire to a sample of participants who did not form part of the main research sample. The pilot study was aimed at determining factors such as the time that the participants would spend in answering the questionnaire, whether the layout of the questionnaire is clear, and to solicit any useful comments from the participants. The aim was to test whether the study was feasible. The pilot study guided the researcher with regards to any changes or adjustments that needed to be made to the questionnaire. For example, ambiguous questions were rephrased to ensure that they were clear in order to obtain the required information. In order to ensure validity of the interview, the researcher interviewed teachers in the Foundation Phase who are not part of the research sample. By doing so, the researcher was able to assess whether the instruments being used were effective in their intent.

1.13.2 Reliability

Reliability describes the degree to which the test or research instrument produces the same results on repeated occasions (Durrheim & Painter 2010). This implies that the test should be consistent. If the research instrument is used at different times with different participants from the same population, the findings should be the same. The questionnaire and interview questions were administered in such a way that when applied several times they yielded the same results. The reliability for the questionnaire was .97 Cronbach alpha, which suggests very good internal consistency and reliability.

1.13.3 Ethical Considerations

The main purpose of research ethics is to look after the research participants. Research ethics entails the application of fundamental ethical principles in a variety of fields, which includes the design, and implementation of research involving human experimentation (Gay, Mills & Airasian 2011).

The researcher observed ethical considerations through the following:

- Before conducting the study, the researcher obtained an ethical clearance certificate from the university.
- Permission from the Free State Department of Education was received to conduct the research in the Lejweleputswa district.
- Principals of the participating schools were approached and informed about the study and its purposes.
- The purpose of the research was explained to the participants and they were asked to sign consent forms should they agree to participate in the research.
- Participants were given information that their participation was voluntary and that they could withdraw or terminate their participation at any time with no penalties.
- The researcher disclosed relevant information to the participants regarding aspects of the study, including what may transpire after the findings. This is considered full disclosure by the researcher.
- Participation was not compulsory. Participants were not obliged, forced or lured to participate.
- The researcher's responsibility was to ensure that the study does not expose the participants to any bodily or emotional harm.
- The study ensured that the privacy and anonymity of participants is protected. Information on the participant's characteristics, responses, behaviour as well as any other identifying information is therefore withheld by the researcher. Confidentiality is accomplished by not linking the data to any participant in the study. Information on the names, identity numbers and residential addresses of participants was not asked to ensure anonymity of research participants.

1.14 Data Analysis

The following paragraphs briefly explain how the quantitative and qualitative data was analysed for the purposes of this study.

1.14.1 Data analysis for quantitative research

In quantitative research, data analysis is regarded as the technique by which researchers change data to a numerical form and subject it to statistical analysis (De Vos, Strydom, Fouche & Delport 2011). Data from questionnaires were captured on the Microsoft Excel programme and were thereafter analysed by the Statistical Packages for Social Sciences (SPSS) Version 22 software programme. Both descriptive and inferential statistics were employed to analyse the questionnaire data. The descriptive statistics enabled the researcher to organise, summarise and describe observations, perceptions and experiences from the participants' point of view (Leedy & Ormord 2013).

In inferential statistics researchers use the laws of probability to make inferences about populations based on sample data. Researchers want to estimate the characteristics of populations based on their sample data. The Pearson product-moment correlation coefficient (r) was used to test the strength and direction of the linear relationship between the views of the Foundation Phase teachers and their implementation of the curriculum and assessment policy statement. An independent-sample t-test was used to compare the mean scores of teachers with and without professional teaching qualifications in the Foundation Phase in the implementation of the curriculum and assessment policy statement. Analysis of variance (ANOVA) was used to compare various groups of Foundation Phase teachers.

1.14.2 Data analysis for qualitative research

As Leedy and Ormord (2013:141) allude *“phenomenological data analysis proceeds through the methodology of reduction, the analysis of specific statements and themes, and a search for all possible meanings”*. Data was studied after each interview, was

analysed, and interpreted into themes and meanings to lay the basis for codification (McMillan & Schumacher 2010). After the data was coded and summarised, the researcher searched for relationships amongst the categories and patterns that suggested generalisations, models and conclusions (McMillan 2012). The researcher interpreted the findings inductively, produced the information, and illustrated the implications. McMillan (2012) points out that the researcher basically reveals what he or she has found and what it means. Therefore, the data gathered during study was arranged and interpreted so that the researcher could draw conclusions and even provided recommendations on the phenomenon under study.

1.15 Delimitation of the Study

The research was conducted in the area of curriculum studies as it concentrated on the challenges that foundation phase teachers encountered in the implementation of CAPS.

1.16 Chapter Outline

Chapter 1 has an introduction, statement of the problem, the aim of the study and an explanation of the research methods.

Chapter 2 covers the relevant literature review on the implementation of a curriculum.

Chapter 3 deals with research design and methodology, data collection techniques, the population and sampling methods, the characteristics of the research instruments as well as the data analysis procedure.

Chapter 4 presents and analyses the collected quantitative and qualitative data.

Chapter 5 discusses the findings. Recommendations are made and the necessary conclusions drawn.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

Since 1994 the South African education system has applied numerous changes to its education curriculum. Curriculum change impacts on the work of teachers who are at the leading edge of curricular innovations. The question that captivated the researcher regarding curriculum change is how the teachers view this change and their experiences when implementing the new curriculum. This chapter provides the theoretical framework used in this study. It also presents a review of the literature on curriculum change and the need for curriculum change in South Africa.

Furthermore, this chapter explores the challenges faced by teachers in implementing Curriculum and Assessment Policy Statement (CAPS) by focusing on themes such as education policy, the role of the teacher, the role of the principal and the school management team, training and continuous professional development, and assessment. It also addresses barriers to learning such as content and pedagogy knowledge, lack of parental involvement, the school climate and lack of resources. Finally, this chapter includes a discussion on curriculum implementation by addressing the requirements for a successful curriculum implementation.

2.2 Theoretical Framework

This research is primarily concerned with teachers' experiences of the new curriculum, and therefore the interpretivist paradigm forms the framework for understanding teachers' experiences of the change from the old to the new curriculum. In order to understand teachers' experiences of change, it is important to discuss the processes that take place whenever there is a change in curriculum and look in particular at the model used to implement the curriculum change to CAPS.

2.2.1 Process of Change

Over many years, educational change has been an interesting factor of discussion, not only in South Africa, but also internationally. South Africa has not been an exception to other countries in realising that the transformation of education is critical for the transformation of society as a whole. Enslin and Pendlebury (2008) contend that if education in South Africa is not transformed, other spheres of society have little chance of transformation. Hence, in its role of improving the quality of lives of post-apartheid South Africans, education took centre stage.

2.2.2 Educational Change

Fullan (2011) describes change as a process of placing into practice an idea, program, or set of activities and structures new to the people trying or anticipating change. The process of change is always complicated and multi-layered. It does not happen at a precise moment succeeding a particular decision or happening and is an elaborate and frequently unknown process. Change is a journey, not a blueprint, and cannot, therefore, occur overnight. Fullan (2011) stresses the dynamic nature of change, often dictated by circumstances and adaptations. Individual and collective ideas in the process of change should all be viewed and respected. Furthermore, problems that arise as a consequence during the change process should be embraced as these are essential elements in the process itself. This also necessitates those handling the process to have a flexible mind-set.

According to Goodson (2001) the processes that take place when change happens take place internally, externally and personally. The internal process involves change agents within the school setting. This can be the principal, head of departments or any other stakeholder involved in the life of the school. These change agents initiate and promote change within an external framework of support and sponsorship. From a curriculum perspective, internal changes take place within the school environment whereby the policies of the school are changed in order to be aligned with changes in the curriculum.

The external process of change entails a top-down approach of implementing change. This is carried out through the creation of policies and procedures. The external process of change has already happened in the sense that the Department of Basic Education has made the CAPS policy obligatory in all schools. The formulation and introduction of CAPS was therefore implemented using a top-down approach. The introduction of the CAPS curriculum was executed using the know-how of a ministerial task team who reviewed the old curriculum and designed a new curriculum that was to deal with the gaps and problem areas of the previous curriculum (Department of Basic Education 2009).

The process of personal change deals with the personal beliefs and values that individuals bring to the change process (Goodson 2001). Personal change involves changing one's beliefs, attitudes and behaviours in order to undergo the process of change. Moreover, in order for change to occur within education, teachers need to re-adjust the way they think, their views about teaching and learning, their approach towards the curriculum as well as their conduct.

2.2.3 Markee's (1997) Model of Curriculum Change

Curriculum changes are regularly founded on a model. Markee's (1997) model of curriculum change will be used as a lens to understand the approach taken in implementing the change to CAPS in South Africa. Markee (1997) acknowledges five models of curriculum change, namely the Social Interaction Model, the Problem Solving Model, The Centre Periphery Model, the Linkage Model and Markee's (1997) Research Development and Diffusion model. The latter will be discussed in order to understand the approach used in implementing the curriculum change to CAPS.

2.2.4 Research Development and Diffusion model

The top-down strategy to innovation is employed in the Research Development and Diffusion Model (RDD). According to the model, the procedure follows a linear format where firstly curriculum innovation is researched, then new curricular materials developed and then finally diffused to teachers for implementation. Hence the name Research, Development and Diffusion Model as it has a practical basis. According to

Naicker (1998), This model is founded on the idea that change is initiated by a dominant agency which is then introduced to the target audience who are instructed to implement the change. This implies that the changes to the CAPS curriculum were initiated by a dominant agency. This was, in fact, a ministerial task team appointed in 2009 by the Minister of Education (Department of Education 2009). After doing research and reviewing the challenges experienced by teachers with the implementation of the National Curriculum Statement, the task team introduced the CAPS curriculum which was to be implemented by teachers.

The linear format in the RDD model starts with curriculum change being researched and reviewed, which is what happened when the ministerial task team researched and reviewed changes to the National Curriculum Statement. The second stage of the linear format in the RDD model specifies curriculum material being developed. This occurred with the development of the CAPS documents for each subject. The last stage of the RDD model specifies the change being diffused to teachers for implementation. Teachers were therefore only brought into the process in the last stage even though they are the target audience expected to implement the changes. Diffusion suggests that the teachers had nothing to do with the changes that took place but rather the changes were imposed upon them and they were expected to implement them.

An analogy can be made with how CAPS was introduced. Firstly, an external process of change took place as change occurred externally through the introduction of education policies, as in the RDD model. The expertise of the ministerial task team was then employed to review the old curriculum and design a new curriculum that would address the gaps and problem areas of the current curriculum (Department of Basic Education 2009). The newly designed curriculum was then introduced to all schools using a top-down approach. Top-down approaches are not readily accepted by teachers and therefore render the RDD model not suitable for effective curriculum change in the South African context.

Davis (2009) is of the view that restrictions of this model undertake that the teaching of content is transferable from one context to another. In the South African context, there is a diversity of learners who come from varying backgrounds and teaching and learning occurs in numerous different contexts. As a result, what works for one school will not

necessarily work for another school. Naicker (1998) points out that the advantage of this model is that it enables structure and uniformity across South Africa through the use of a similar policy document in all the schools in the country. This implies that the quality of education will be the same throughout the country which moves away from the previous notion that the quality of education in disadvantaged communities is poor and of a low standard.

2.2.5 Rogan and Grayson's Theory of Curriculum Implementation

As this study explored teachers' implementation of CAPS, it needed to be accommodated in a theoretical framework associated with the processes of curriculum enactment. Rogan and Grayson's theory of curriculum implementation provides a framework based on the South African situation which builds on the strengths of the school location (Rogan & Grayson 2003). This curriculum implementation theory has three concepts, namely the profile of implementation; capacity to support innovation; and support from outside agencies. Rogan and Grayson (2003) claim that implementation is frequently ignored as the emphasis falls on the adoption of the changes. The advocates of the theory feature the concepts behind the theory as follows:

2.2.5.1 Profile of Implementation

The 'profile of implementation' concept points to what takes place in the classroom. It is based on the supposition that there are many methods of implementing a curriculum as there are many educators teaching it. The profile of implementation provides various alternatives that curriculum planners in the school environment can observe to determine where they are in the process, to monitor their progress and build from their strengths. In this way they have the choice to pick a direction to follow in working to achieve meaningful implementation of the new curriculum within the context and capability of their schools. The implementation of the curriculum develops, therefore, into a long-term, on-going process where teachers decide the beginning of the implementation process and the pace at which they are willing to go (Rogan & Grayson 2003).

2.2.5.2 Capacity to Support Innovation

Rogan and Grayson (2003) explain the concept of capacity to support innovation as an effort to understand the factors that either support or hinder the implementation of new ideas and practices in a school environment. This construct undertakes that the extent to which schools are capable of implementing a particular innovation will never be the same.

This emphasises the notion that schools are not identical and that the ability to implement a new curriculum will differ from school to school. For instance, schools that are well resourced are likely to find it easier to implement a new curriculum as opposed to schools that are disadvantaged and under-resourced. Another factor to consider is that a school that has qualified and well-trained teachers will produce better results in implementing a new curriculum in comparison to a school where teachers are under-qualified and untrained.

The capacity to support innovation concept is further divided into sub-concepts: physical, resources, teacher factors, learner factors and the school ethos, ecology and management. Physical resources refer to such properties as basic physical structures or buildings (classrooms, offices, toilets, laboratories) and textbooks, to name a few. Teacher factors refer to teacher qualifications, their experience, background, training and level of confidence as well as their dedication to teaching. Learner factors refer to a comfortable home environment and learners' ability to understand the language of teaching and learning, while the school ecology and management relates to the commitment of all role-players to make the school function effectively and the strong leadership role of the principal. These sub-concepts present a clear depiction of the school's capacity to innovate (Rogan & Grayson 2003).

2.2.5.3 Support from Outside Agencies

Outside agencies are described as societies outside the school that work together with the school to support innovation. These include government departments, donors, non-governmental organisations, and teacher unions. Rogan and Grayson assert that the focus of this concept is on the design of the support, rather than on the effect (Rogan &

Grayson 2003). It focuses on the levels of support and pressure different societies place on the school to facilitate change. The kind of support given may either be material or non-material. Material support comprises of physical resources, whilst non-material support is typically provided in the form of the professional development of educators (Rogan & Grayson 2003).

Professional development is further divided into two sub-themes. The first is in-service training (INSET) which stresses the implementation of change instead of just providing information. This instils a deeper sense of ownership of the process in the teachers involved. The second sub-theme deals with the level and duration of the support.

The profile of the implementation concept points to extraordinary methods of implementing a curriculum. This allows schools to focus on creating their own abilities and skills in curriculum implementation. Schools are unique and consequently will observe their own personal direction towards meaningful implementation of the new curriculum within the context of their school. The capacity to support innovation concept is used to establish whether schools have the necessary resources available to support the change or have limitations which hamper curriculum change implementation. These include resources such as learning and teaching support material, content knowledge and whether teachers have received proper training on CAPS implementation. The support from outside agencies concept helps to define whether schools are supported by outside agencies such as the circuit, district or provincial officials in implementing CAPS.

The framework acknowledges that the diversity in quality of the schooling system in South Africa cannot be provided for by using a blanket policy implementation method. Additionally, it upholds a positive outlook by concentrating on the construction and consolidation of strengths as a substitute to focusing on the remedying of weaknesses (Rogan & Grayson 2003).

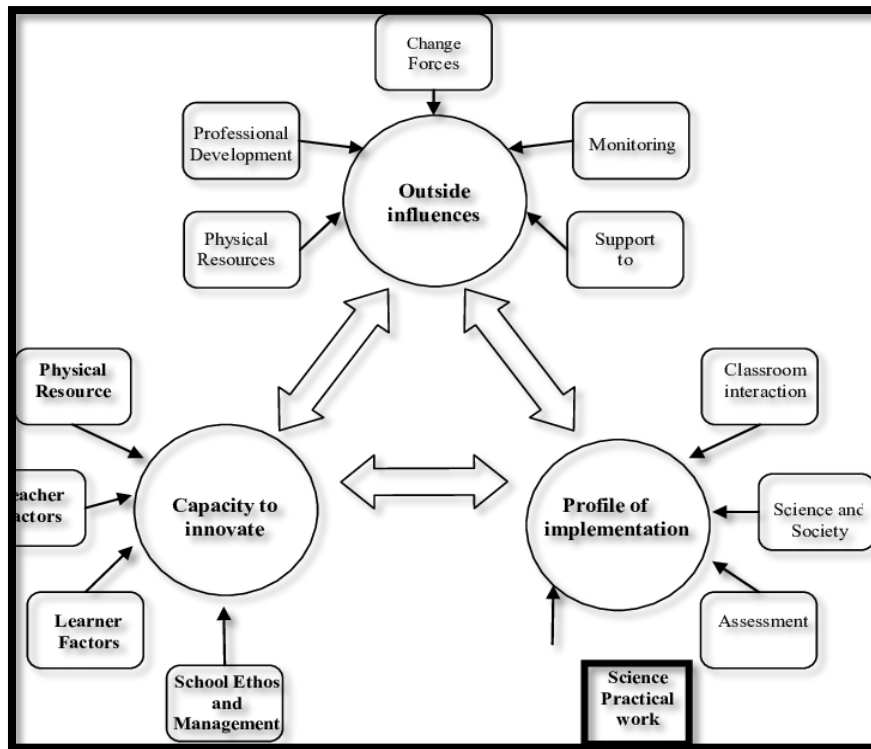


Figure 2.1 Theory of Curriculum Implementation. (Source: Rogan and Grayson's 2003)

2.3 Curriculum Development

Curriculum development and education policy change take place for various reasons. These include political, social and economic change within a country. Flores (2005) explains that as social expectations and political and social priorities change, new demands are placed on schools and teachers. Amimo (2009) states that a perfect curriculum that exists for all ages will never exist as the environment is continuously changing and keeps creating new needs in the society. The curriculum has to therefore change in order to address the society's changing needs. This implies that curriculum is not static and needs to be reviewed regularly.

In 1997, Curriculum 2005 (C2005) was instituted, it was followed by another curriculum called the Revised National Curriculum Statement (RNCS) in 2002. Changes were done again and the National Curriculum Statement (NCS) was put in place in 2007. The present curriculum is Curriculum and Assessment Policy Statements (CAPS) which

was initiated in 2012. The plan of education therefore is to remain constantly relevant to the changing needs of society.

2.4 Curriculum Changes in South Africa

The advent of democracy brought many changes to the country's social, political, economic and educational landscape. The education sector took precedence over other sectors in society due to the many injustices of the apartheid education system and thus received a high level of attention. Since democracy in 1994, continuous change in educational policies has occurred. In 1997, the Department of Education (DOE) launched its new curriculum policy, Curriculum 2005. It replaced the old apartheid system of education in an attempt to remediate the injustices of the past through an outcomes-based curriculum reform (Cross, Mungadi & Rouhani 2002).

2.4.1 Curriculum 2005

The aim of Curriculum 2005 was to develop creative, educated, and analytic citizens who will become self-sufficient and contribute positively to the growth of a democratic country (Department of Education 1997). Curriculum designers in South Africa face a double challenge. Firstly, the post-apartheid challenge was to overcome the legacy of apartheid education by guaranteeing a deeper knowledge, values and skills-base for South African residents. Secondly, there is the challenge to ensure global competitiveness to improve knowledge, skills and competences for innovation, social development and economic growth in the country (Van Rensburg 2000).

In an effort to deal with the above-mentioned challenges, the newly developed Curriculum 2005 initiated an outcomes-based approach and removed the strict boundaries between subjects that were distinctive of the pre-apartheid curriculum and identified eight learning areas. This was done to guarantee integration across and within disciplines (Cross, Mngadi & Rouhani 2002). The traditional subjects were accommodated within the following eight learning areas: Arts and Culture, Language,

Literacy and Communication, Economic and Management Sciences, Human and Social Sciences, Life Orientation, Mathematics and Mathematical sciences, Physical and Natural Sciences and Technology.

Vakalisa (2016) echoes that Curriculum 2005 was based on the OBE model of teaching, unlike the preceding curriculum which was perceived as content-based. C2005 positioned the vision for the general education system to move away from racist, apartheid, rote learning and teaching, to a liberating, nation-building and learner-centred outcomes-based system. Teachers were expected to modify their teaching styles from teacher-centred learning to a more activity-based learning style. The curriculum was additionally accompanied by new concepts which teachers had to adopt (De Waal 2004).

Spady (1994) further explains that an outcomes-based education system aims to promote a learner-centred approach that concentrates on outcomes. This is defined in relation to a demonstrated ability of learners to do and translate knowledge and skills into performance. This implies that OBE also represents a fundamental paradigm shift from a content-based, teacher-centred approach to an outcome based, progressive, learner-centred approach which combined education with training (Cross *et al.* 2002).

While Curriculum 2005 was an excellent start to transforming the South African education system, during its implementation school managers, teachers and others realised its weaknesses. They criticised it for being too intricate as it involved new and unnecessarily complex terminology and relied on poorly trained and already overworked teachers for its implementation. The curriculum was also severely dependent on resources, textbooks and even classroom space, not taking into account that many poor schools were already struggling with few and outdated textbooks and minimal resources (OECD 2008).

Curriculum 2005 (C2005) was extensively criticised because of its incoherence, incompatibility, and flaws in the design of the curriculum structure as well as poor implementation, planning and execution (Department of Education 2000). This criticism

of Curriculum 2005 resulted in the creation of the Revised National Curriculum Statement (RNCS) for the General Education and Training Band (Grades R-9) in 2002 and subsequently the National Curriculum Statement (NCS) for the Further Education and Training Band (Grades 10-12) in 2003.

The revised curricula renewed the dedication to an outcomes-based framework for the national curriculum. Outcomes based education, by way of definition, focuses on attitudes, disposition and competencies, and subsequently fails to provide sufficient specification of vital learning content. The Department of Basic Education (2009) expressed that the lack of knowledge specification in Curriculum 2005 had to be addressed with the revised curriculum. This was realized by forming assessment standards and several methods of content frameworks, which provided the content that teachers were required to teach in the RNCS and the NCS.

Despite the motivational reasons for curriculum reforms in South Africa, several policy reforms were erroneous and misguided. OBE was introduced largely to democratise education and eradicate inequality in the post-apartheid system (Jansen 2008) as inequality produced an ailing environment. In response, the OBE was introduced to ensure relevance and correctness. The environment, however, was not conducive to permitting radical changes.

2.4.2 Revised National Curriculum Statement

Brady (1995) comments that the most important feature of the (Revised) National Curriculum Statement is that the curriculum starts with future-driven outcomes whose goal is to impart knowledge to learners so that they can have the necessary skills and be competent in the work environment. In this way, it prepares learners to acquire specific qualities expected of South African citizens to function effectively in the workplace, as tested in vast national outcomes, also called critical outcomes.

Despite the fact that many teachers regarded the development of the (Revised) National Curriculum Statement as a completely new curriculum, it was in fact a revision of Curriculum 2005. Therefore, despite the fact that the RNCS and NCS were an improvement on Curriculum 2005, many problems were nonetheless experienced with the implementation and in July 2009 the problem was addressed accordingly (Department of Basic Education 2009). The Minister of Basic Education, nominated a team of experts to investigate the challenges and difficulties experienced in the implementation of the NCS and to prepare a list of recommendations intended to enhance the implementation of the NCS.

According to the Department of Basic Education (2011b), there were four main concerns of NCS which contributed to the change to CAPS. These changes are:

- Criticism about the implementation of the NCS;
- Teachers being overworked by administration;
- Different views and awareness of the curriculum requirements; and
- Underperformance of learners (Department of Basic Education 2011b)

The introduction of CAPS was designed for the purpose of addressing these challenges. For example, the problem of different interpretations of curriculum requirements was addressed in CAPS by the introduction of one policy document for each subject. The CAPS document is a single all-inclusive document that was designed for each subject for the purpose of replacing subject statements, learning programmes and subject assessment guidelines in Grades R-12. The document provides teachers with clarity on *what* to teach and *how* to teach. It also guides teachers with the pacing of teaching concepts, lesson preparation and on how to assess learners. This kind of change implies a reduction in the notion of teachers having different interpretations of the curriculum, as with CAPS one document offers clarity and guidance and has been provided to teachers. This change implies that implementation of the curriculum should be easier and more efficient.

2.4.3 The Introduction of Curriculum and Assessment Policy Statement

Hoadley and Jansen (2012) reflect that subsequent to negative public opinions on outcomes-based education (OBE) in South Africa, the Minister of Basic Education organised a Ministerial Committee, in 2009, to undertake a review of the curriculum. In reaction to the recommendation of the Ministerial Committee to restructure and clarify the curriculum policy, national CAPS policy documents were developed for each subject, as listed in the NCS for Grades R to 12. The Department recognises, however, that CAPS is not a remedy to all implementation challenges (Department of Basic Education 2011b). It stresses, nonetheless, that the simplification of the curriculum is beneficial in assisting with other barriers to quality education.

CAPS is, however, designed in such a way that it takes into account the interests of key stakeholders through discussion. The focus was to organize knowledge and structure the content. This was done by changing the following negative features in the previous curriculum (Hoadley & Jansen 2012:88):

- It was content-led as the content was organised according to separate subjects
- Content was often abstract, theoretical and unrelated to the experiences of learners and teachers in the real world
- Previous curriculum tended to be imposed on teachers and learners
- Focus was on question-and-answer sessions
- Previous assessment focused on the ability to recall content

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive and concise document; an improvement on the previous policy, as presented in the National Curriculum Statement (NCS). The objective of CAPS is to give expression to the knowledge, skills and values worth learning in South Africa. Moreover, it has an objective to make certain that children acquire and exercise knowledge and skills in a way that is significant to their own lives.

The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009), found that teachers were struggling with high administrative workload, had insufficient understanding of the RNCS and there were too many curriculum policies and documents (Department of Basic Education 2009). The aim of the Department of Basic Education (2009) was then to decrease the administrative load of teachers and to provide clear guidance and consistency for teachers. It was suggested that one comprehensive curriculum document be developed for every subject. This led to the formation of the Curriculum and Assessment Policy Statement (CAPS). The brief that was given for the development of CAPS was that it should focus on knowledge (content, concepts and skills) to be learnt, recommended texts, recommended methods, and assessment requirements. The level of content, concepts and skills to be taught, and how and when they should be assessed will be determined by the assessment requirements (Department of Basic Education 2009).

This design principle, aimed for the development of the new Curriculum and Assessment Policy Statement, highlights two significant implications for education. Firstly, it indicates the function that assessment plays in the teaching and learning process, and secondly, the importance of aligning teaching, learning and assessment.

2.4.4 The Key Changes of the Curriculum and Assessment Policy Statement for the Foundation Phase

The significant change is that the curriculum is no longer framed in terms of learning outcomes and assessment standards, with a purpose to reinforce content specification. To make it more available to teachers, the curriculum has been repackaged: every subject in each grade has a single, comprehensive, concise CAPS document that offers information on what teachers ought to teach and assess as stipulated in Department of Basic Education (2011b). In this way, outcomes are riveted into more accessible aims, and content is specified in subject topics and the assessments to be done per term.

The intention of CAPS in the Foundation Phase is to substitute the previous Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines and supply teachers with one comprehensive document for each subject indicating the

teaching and assessment requirements for that subject. The jargon such as Learning Outcomes and Assessment Standards are no longer used.

2.4.4.1 Instructional Time

According to Sankar (2012), allocated time refers to teacher's physical attendance time in the school setting and in the classroom. Table 2.3 shows the instructional time for subjects in the Foundation Phase.

Table 2.1: The Instructional Time for Subjects in the Foundation Phase

SUBJECT	TIME ALLOCATION PER WEEK (HOURS)
Languages	Gr 1 – 2: 10 Total. Gr 3: 11 Total HL: Gr 1 – 3: 7 minimum, 8 maximum FAL: Gr 1 – 2: 2 minimum, 3 maximum Gr 3: 3 minimum, 4 maximum
Mathematics	7
Life Skills	6(7 in Gr 3)
Beginning knowledge	1(2 in Gr 3)
Creative Arts	2
Physical Education	2
Personal and Social well-being	1

(Maskew Miller Longman 2012)

In summary, it appears that Foundation Phase teachers are over-loaded with work because they teach from Grade R to Grade 3 and are commonly expected to teach all of the subjects in the curriculum to the learners. It is also expected of them to promote the children's social, emotional, intellectual and physical development. Moreover, there is often a lot of administrative work such as preparing lessons, writing reports, marking, as well as sports and traditional activities.

2.4.4.2 Assessment

The CAPS document illustrates two forms of assessment, namely, formal and informal assessments. Sethusha (2012) specifies that teachers are expected to use both formal and informal assessments to make sure that assessment is correct, objective and fair; to make use of clearly described learning outcomes and assessment

standards; to plan for formal assessment tasks; and to use a range of suitable assessment strategies. The Department of Basic Education (2011b), stipulates that formal assessments are marked and recorded for progression and certification purposes whereas informal assessment helps to screen and improve the learners' progress.

2.4.4.3 Recording and Reporting

Recording is an action which requires the teacher to document the level of a learner's performance on a specific assessment task. It details the progress of the learner towards an achievement of the knowledge as advocated in the Curriculum and Assessment Policy Statements. Records of learner performance should offer evidence of the learner's theoretical advancement in a particular grade and the learner's readiness to move to the next grade. After recording the learner's marks in a report card format, the teacher needs to communicate the performance of the learners to learners themselves, parents, guardians, and other stakeholders. Teachers in all grades report in percentages against the subject. Levels of capability have been reported for each subject listed for Grades R - 12. The national codes and their descriptors should be used for recording and reporting in the Foundation Phase (DBE 2011).

The table below indicates the number of formal assessments for Grade 1 – 3.

Table 2.2: Number of Formal Assessments for Grade 1 – 3

NUMBER OF FORMAL ASSESSMENT TASKS							
Grade	Subject	Term 1	Term 2	Term 3	Term 4	Total	
1	Home Language	1	2	2	2	7	
1	First Additional Language	1	1	1	1	4	
1	Mathematics	1	2	2	2	7	+ Baseline
1	Life Skills	1	1	1	1	4	
2	Home Language	1	2	2	2	7	
2	First Additional Language	1	1	2	1	5	
2	Mathematics	1	2	2	3	8	
2	Life Skills	1	1	1	1	4	
3	Home Language	1	3	3	2	9	
3	First Additional Language	1	2	2	1	6	
3	Mathematics	1	3	3	3	10	
3	Life Skills	1	1	1	1	4	

(Maskew Miller Longman 2012)

2.4.4.4 Weighting of Content Areas

A suggested time allocation for each content area is provided. Numbers, operations and relationships take up more than 50% of the notional time in order to allow learners to develop effective number sense and confidence in operating with numbers. It is suggested that pattern work entails largely number patterns to strengthen number competency.

Table 2.3: Weighting of Content Areas Grade 1-3

	Grade 1	Grade 2	Grade 3
Numbers, Operations and Relationships	65%	60%	58%
Patterns, Functions and Algebra	10%	10%	10%
Space and Shape (Geometry)	11%	13%	13%
Measurement	9%	12%	14%
Data Handling (Statistics)	5%	5%	5%

(Maskew Miller Longman 2012)

The CAPS document is a good guide to use as it directs the teacher by giving details in terms of what to teach, the content to focus on, the topics and the weighting of them, the aims and skills to be achieved. The CAPS document is also useful as it provides the daily programme guide, lesson planning, recommended resources and the assessment guidelines. The outlining of the topics into what needs to be taught per week helps teachers to do their planning in advance.

2.5 The Need for Curriculum Change in South Africa

Curriculum change does not take place in isolation. Rather there are a number of factors that influence a curriculum, set its scope, and offer a sense of consistency throughout the educational experience (Kandiko & Blackmore 2012). Curriculum change has been a wide-spread international tendency (Pretorius 1998). Change in the curriculum impacts the lives, relationships and working styles of teachers, as well as the educational

experiences of learners. It impacts on parents by changing the education which their children acquire and thereby confirming or challenging their own expectations of what school should be like. Curricula need to be changed at different points in time as not only do they provide the opportunity for learners to learn, but also provide learners with what is needed for life after school. Each learner should be skilled for the outside world in as far as knowledge is concerned. Knowledge is perceived to be a process rather than a product, which is mutually created, dynamic and changing (Gilbert 2005).

As already noted, curriculum changes are motivated by economic, political, and social factors. Focusing on economic factors, Smith (2001) is of the view that constitutional adjustment programmes have had a negative effect on many emerging economies. Politically, Smith (2001) contends that a new government tends to usher in new ideology. Lastly, it could be a combination of economic and political factors. In South Africa, the curriculum changes have not significantly improved the quality of education (Jansen & Taylor 2003). In the international context, curriculum changes have concentrated on improving application and problem-solving skills whilst in South Africa, changes concentrated on ascertaining that education is learner-centred.

Formal and legal segregation of schools according to race and ethnic groups started in 1948 when the National Party (NP) came into power (Mda & Mothatha 2000). Before 1994, racial and geographic separations in the educational system had led to the formation of 15 Departments of Education. There were, therefore, many different systems of education practiced within one country. When South African attained democracy in 1994, a new system of education was prepared by the newly elected government. Mda and Mothatha (2000) explain the essential directives emphasised in the document, namely an integrated approach to education and training, outcomes-based education, lifelong learning, and access to education, training for all, equity, redress and transforming the legacies of the past. The transformation of education in South Africa came, therefore, with many challenges to the government schools.

In contrast to the international context, the changes in curriculum occurred in two phases in South Africa (Jansen 1998). The first phase restored the curriculum by ensuring that racist and contentious language and old content was removed. The second phase

introduced C2005 in March 1997. The premise of C2005 was upon ideals of democracy including harmony, wealth, non-racialism, and non-sexism. These values are protected in the South African constitution. The latest review of curriculum resulted with the introduction of CAPS which will be discussed below.

2.6 Curriculum and Assessment Policy Statement for the Foundation Phase

The Curriculum and Assessment Policy Statement (CAPS) relates to a change to what is taught which refers to a curriculum, instead of how it is taught which deals with the teaching methods (DBE 2011b). CAPS is used as a starting point for filling in gaps, decreasing repetition and providing clarity where needed. In CAPS, learning areas have been changed into subjects, and learning outcomes and assessment standards have been abandoned and restructured into general aims of the South African curriculum and specific aims of each subject (DBE 2011b). Historically, Curriculum 2005 (C2005) and Revised National Curriculum Statement (RNCS) subjects were known as learning areas. Under CAPS, they are conventionally referred to as subjects and the number has decreased from eight to six. Natural Science and Technology were combined to form one subject. Similarly, Life Orientation and Arts and Culture were merged. Each subject per grade has one broad and brief policy document that supplies information on the content that teachers need to teach and assess. In restructuring the curriculum, the authorities have come up with new education principles that are consistent with its values and objectives. A discussion on the CAPS principles follows.

In restructuring the curriculum, the authorities have come up with new education principles that are consistent with its values and objectives. A discussion on the CAPS principles follows.

2.6.1 The Principles of Curriculum and Assessment Policy Statement

The Department of Basic Education (2011b:4) describes seven principles that underpin the NCS Grades R-12 as follows:

- Social transformation

- Active and critical learning
- Progression
- High knowledge and high skills
- Human rights, inclusivity, environmental and social justice
- Valuing indigenous knowledge systems and
- Credibility, quality and efficiency

The above principles are interpreted by looking at their implications in the classroom context and examples provided thereof. The following information highlights the classroom implications of NCS Grades R-12 principles with reference to CAPS.

2.6.1.1 Social Transformation

Social transformation aims to rectify historical disparities by presenting equal educational opportunities and eliminating artificial barriers. Learners from diverse families and communities have been affected by South Africa's past. Furthermore, they often have clear ideas on the type of future they want, and the type of society they prefer to live in. The development of learning programmes has to afford opportunities to inexperienced learners to analyse research and come to understand the role that their subject plays in determining the kind of society one desires to create in South Africa. Learners need to be exposed to research on socio-economic issues such as poverty and unemployment. Such issues are addressed with the hope of broadening a learners' frame of mind (DBE 2011b).

2.6.1.2 Active and Critical Learning

This principle inspires an energetic and critical approach to learning, in the place of rote learning of assumed truths that are not questioned. The attention is on learners and their interests and learners are able to make choices in the classroom. For the duration of

active learning, learners have interaction with the material, contribute in class, and cooperate with each other. It is no longer anticipated for learners to merely listen and memorise, but rather they should be assisted to exhibit a process, analyse an argument and apply a concept to a real-world scenario (DBE 2011b).

2.6.1.3 Progression

The National Qualifications Framework (NQF) has stages that are intended to ensure progression. Learners constantly have opportunities to progress further. The subject statements indicate advancement from one grade to another. The content and context of each grade show advancement from simple to complex. Different books (for example, Study and Master) cover materials that are at a suitable level to fulfil assessment requirements at a particular grade. Progression suggests that the teacher will move from that which is known by the learners to that which is unknown during a lesson (DBE 2011b).

2.6.1.4 High Knowledge and High Skills

The least requirements of knowledge and the mastery of skills to be achieved at each grade are stated and set as achievable criteria in all subjects. Demonstration as a method aids to transfer particular skills, capabilities or knowledge (insight) to the learners, so that the learners can grasp these through observation of a sequence of actions. If learners attain the specific aims, they will be able to use the qualifications they attained at this level to shift to other courses and programmes outside the school system (DBE 2011b).

2.6.1.5 Human Rights, Inclusivity, Environmental and Social Justice

The NCS for Grades 10-12 was mainly responsive to issues of diversity such as poverty, inequality, race, gender, language, age, and disability. Even the Constitution of the Republic of South Africa underscores the above-mentioned issues (DBE 2011b).

2.6.1.6 Recognition of Prior Learning

Learners have the opportunity to suit their current knowledge, skills and values to a proposed field of study. They may also use their skill in relation to the contents recognised, if they are classified as competent. Learners may be excused from certain tasks in the proposed field, in order to concentrate on tasks that they have not yet grasped (DBE 2011b).

2.6.1.7 Valuing Indigenous Knowledge Systems

There are several approaches to the processing of information in order to make sense of the world. CAPS recognize the diverse knowledge systems used by different members of society to make sense of and assign meaning to the world in which they live. Indigenous knowledge systems in the South African context alludes to the body of knowledge rooted in the African philosophical way of thinking and social practices that have made headway over a number of years. This is regarded as an appeal to acknowledge the rich history and heritage of South African people as important contributors to growing the values embodied in the Constitution. Learners should take these knowledge systems into consideration for the duration of their research and practical work. A teacher could also include an expert in the local community to support the class with relevant information to which they have access (DBE 2011b).

2.7 Challenges in Curriculum Implementation

Enslin and Pendelbury (2008) argue that new policy alone cannot result in vast educational change. Policies need to be applied and a number of role players need to take part in the implementation process by assuming the function of change agents. Teachers, in particular, play a vital role during a process of educational transformation, as they need to assist the change by applying new policies and more precisely, the new national school curriculum.

2.7.1 Education Policy

The South African education policies were exclusively passed by the post-apartheid government to resolve past inequalities in education, eradicate inequalities and promote access and redress. Some of the policies drafted by post-apartheid government were good but lacked proper execution. The reasons for poor implementation processes may be because policy plays a symbolic role and this means that policy paints an image of an ideal world that policy drafters are working towards. Furthermore, it offers a vision of an ideal teacher in an ideal school. In addition, there was not sufficient consultation of teachers in the planning phase of the curriculum, yet it was expected that they will implement such curriculum changes. Teachers were never given an opportunity to comment on issues of what to teach, and how to go about teaching it in the development of the curriculum (Mbatha 2016).

This implies that teachers were not afforded the opportunity to be involved in the planning process of a new education policy. The members of the task team appointed by the Minister of Basic Education as well as interviews done in reviewing the curriculum were not enough to conclude that a new education policy was a necessity. It is the view of the researcher that the research was not representative of the entire education population and that numerous teachers would have appreciated being able to participate in the research, especially in the development of a new curriculum rather than having a new curriculum imposed on them without their input.

Govender (2008) clarifies that the formulation of policy in the school segment has become the duty of government policy designers and policy experts, while its implementation is seen as the responsibility of teachers. A gap is consequently created between policy formulation and policy implementation, which leaves teachers excluded from decision-making. The reason is that, firstly, government policy designers seek advice from teacher unions' representatives, and not with the society of teachers as a whole; and secondly, because teacher unions themselves are incapable of satisfactorily including members from the grassroots level in policy making

activities within their unions (Govender 2008).

There are numerous techniques for understanding and or analysing the curriculum. Policy plays a political and symbolic role when the curriculum does not attend to the needs and interests of the learners and of the society as a whole. Green (2007) points out that policy is symbolic because it paints a picture of an ideal teacher who works in an ideal school which is not realistic. For example, it is virtually impossible for a teacher to carry out all the roles of a teacher in a meaningful way. This is one of the motives for the gap between the intentions of the policy and its practical implementation in the classroom. The only time that education becomes political is when it forces learners to carry out orders from above in an unquestioning and unthinking manner. Therefore, the effective interpretation and implementation of CAPS relies on the permanent abolition of the deficiency between policy and practice as it might ultimately narrow teachers' experiences in implementing CAPS.

Curriculum implementation is also subject to how curriculum is introduced and politically outlined at the policy level (top-down) and how it is perceived and advocated at the school level (bottom-up) (Kuiper & Berkvens 2013). Top-down approaches emphasise the significance of policy clarity, as well as the regulation and direction by policy designers to systematically implement policy. Bottom-up approaches, on the other hand, stress the importance of understanding the perspectives and experiences of the target market and service deliverers (Stofile 2008).

Since the attainment of democracy in 1994, policy is perceived predominantly from an ethical and moral point of view, which means, steering away from the period of apartheid where policies were destructive and morally wrong. New government policies therefore had the objective of amending the wrongs of the past and so these new policies needed to be morally right (Plaatjies 2004). This became further reinforced by way of the adoption of a sovereign Constitution in 1996. Incorporated in the South African Constitution of 1996 is an entrenched Bill of Rights, which protects the fundamental rights of all persons who are subjected to the provisions of the Constitution.

Successful curriculum implementation is influenced by the extent to which all consumers are well-versed and have been prepared for the envisaged change and whether they are prepared to partner with it. Carl (2010) contends that curriculum designers do not always pay attention to implementation at the level that they should. He reveals further that at times there are circumstances where curriculum designers do not know how to implement what they have designed. Therefore, the suggestion is that participation of all those having an interest in the curriculum is of key importance.

2.7.2 The Role of Foundation Phase Teachers in the Implementation of Curriculum and Assessment Policy Statement

Teachers are still experiencing expeditious changes of policies and approaches in the curriculum and are confronted with challenges on whether to welcome and accept these new changes or oppose them whilst facing those challenges. The reality that teachers are expected to implement one change after another in curriculum would possibly be the reason for their resistance toward curriculum transformations. The principles regulating the implementation of the curriculum are important for teachers to know and appreciate for effective teaching and learning. Oliver (2009) defines principles as rules that encourage aims and objectives of the official curriculum. According to Lombard, Meyer, Warnich and Wolhutter (2010:5), the subsequent are some of the guiding principles agreed by the Department of Basic Education that teachers have to reflect upon when planning teaching and learning, namely *“social justice; a healthy environment; human rights, inclusivity; high level of skills and knowledge; clarity and accessibility; progression and integration and assessment.”* Furthermore, Lombard *et al.* (2010) maintain that teachers struggle to incorporate these principles in teaching and learning.

The teacher exposed to curriculum planning has several roles and responsibilities. The aim of teachers is to appreciate teaching and to observe learners as they develop interests and skills in their topic. The teacher may find it necessary to create lesson plans and syllabi within the context of the given curriculum seeing that the teacher's responsibility is to put into effect the curriculum to meet learners' needs (Carl 2009). Many learners assist the empowerment of teachers through participation of curriculum

development. For example, Fullan (1991) argues that the level of teacher involvement as a focus of curriculum development leads to an effective achievement of educational reform.

Therefore, the teacher serves as a crucial element in the success of curriculum development, including the stages of implementation and evaluation. Handler (2010) additionally establishes that there is a need for teacher involvement in the development of a curriculum. Teachers can make their input by working effectively with curriculum development professionals and experts to assemble and create material such as textbooks and content. Teacher involvement within the procedure of curriculum development is vital to align content of curriculum with the needs of the learners in the classroom.

The Norms and Standards for Teachers 1997 outlines the roles of the Foundation Phase teacher as 'anchored' in qualification, competency, dedication and caring. These Foundation Phase teachers who teach grades R to 3 are also anticipated to fulfil several roles as outlined in the Norms and Standards for Teachers (DoE 2000). Teachers in South Africa are therefore expected to be mediators of learning; interpreters and designers of learning programmes and materials; leaders, administrators, managers; scholars, researchers and life-long learners. Teachers are expected to play a community, citizenship and pastoral role; and they must be assessors, and subject specialists (DoE 2000). These roles will be discussed in length at a later stage.

Mata (2012) proposes that the awareness and position of teachers regarding curriculum invention needs to be conversed by curriculum inventors, education policy creators as well as people in the teaching profession. She states that change in teachers is important because the main barrier to curriculum innovation is teacher resistance to change. Furthermore, Troudi and Alwan (2010) advise that teachers ought to have a say in curriculum change by involving them in curriculum development processes in an effort to avoid the mental effects of a top-down curriculum development process that disregards them and leaves them helpless.

In an atmosphere of uncertainty and conflicting understanding, many teachers are not able to make sense of the process of transformation that is not affiliated with their personal, subject, pedagogic and professional identities (Jansen 2001). By standardising the identity of teachers, policy documents have banished the racialised identities of South African teachers. Jansen (2001) mentions that the political background of teachers was vital in their different understanding of reaction and obligation to the implementation of the curriculum reforms. There is a close association between the South African curriculum and reflective teaching. It is compulsory for student teachers to master reflective teaching if they want to qualify and be registered as teachers. The norms and standards for teachers (DoE 2000) specify that every teacher must demonstrate evidence that he or she can fulfil each of the seven crucial roles of a teacher, not only on a practical level, but also on a foundational and reflective level.

Reflective teaching is a strategy in teacher education in which teachers significantly scrutinise their own actions and attitudes, and then envisage how they can develop these actions and attitudes (Jacobs 2016). Richards and Lockhart (1994) label reflective teaching as a method of teaching in which teachers and student teachers collect information about teaching, study their attitudes, beliefs, assumptions and teaching practices, and use the information gained as a foundation for critical reflection about teaching.

Curriculum experts rightly factor out that the most practical and effective strategy to make lifelong learners of teachers is to encourage ongoing programmes in reflective teaching. Besides the requirements for teachers to be lifelong learners, reflective teaching is crucial because the norms and standards for teachers comprise distinctive prescriptions of no less than 36 reflective competencies that student teachers should master in order to be registered as teachers (DoE 2000). There is, therefore, a direct relation between reflective teaching and lifelong learning. Reflective teaching inspires teachers to look at the connection between their classroom behaviour and their beliefs. They emerge as prompted to develop new methods and styles in a safe environment and acquire skills to connect theory to practice. It is a practical approach in which teachers and student teachers constantly discover better ways to help their learners to learn (Jacobs 2016).

Teachers are the main role-players in the transformation of education in South Africa. The NCS envisions teachers who are qualified, competent, dedicated and caring and who will be able to fulfil the various roles outlined in the Norms and Standards for Teachers (Department of Education 2000). Hoadley and Jansen (2009:237) acknowledge that these roles see teachers as:

- mediators of learning
- interpreters and designers of learning programs and materials
- leaders
- administrators and managers
- scholars, researchers and lifelong learners
- members, citizens and pastors
- assessors and learning area specialists

Each of these above-mentioned roles has a specific relation to the role of the Foundation Phase teacher. Below is an explanation of how the roles of teachers link with the role of Foundation Phase teachers:

Mediators of learning – The CAPS is learner-centred. The focus is no longer on the teacher transmitting knowledge and information and learners being on the receiving end and memorising all the information being given. The role of the Foundation Phase teacher is therefore now that of a mediator or facilitator of learning. The teacher guides the learners to discover their own knowledge using techniques such as co-operative learning and the discussion technique. As a mediator of learning, the teacher will structure the lesson so that it caters for the needs of the diverse group of learners. The teacher will be sensitive to the learners, recognise and respect their differences (Hoadley & Jansen 2009). Therefore, to ensure effective teaching and learning, teachers have a challenge of structuring their lessons in such a way that the learners are not passive recipients of knowledge but they are actively involved in their learning.

Interpreters and designers of learning programs and materials – The Foundation Phase teacher's role is to internalise the curriculum and understand it so that he or she can design learning programmes that are tailor-made to suit the diverse needs of learners. Creativity in designing one's own material is required. Foundation Phase teachers should adopt skills such as making their own material and teaching aids as these are very useful in the classroom. Foundation Phase learners learn more effectively through the use of teaching aids such as colourful images and videos (Hoadley & Jansen 2009). Teachers have the freedom and motivation to do their own research to supplement information given to their learners and can be creative in developing teaching resources.

Leaders – As curriculum implementers, Foundation Phase teachers assume the role of leaders. They have to be proactive and show commitment and enthusiasm in implementing the curriculum. They are leaders in their classrooms because they guide the learners and devise solutions when challenges are experienced. They lead by example by showing respect to the learners as well as to their colleagues (Hoadley & Jansen 2009). Even though CAPS is learner-centred, the responsibility still lies on the teacher to lead and guide learners.

Administrators and managers – The Foundation Phase teachers carry out administrative duties and plan lessons and activities. The teachers are responsible of making suitable decisions for the specific class and manage learning in their classrooms. The teachers must be active in decision-making processes in the school, be democratic, display respect to others, and be receptive to change in the schools' conditions, such as changes in curriculum (Hoadley & Jansen 2009). Teachers must be able to multi-task by taking part in administrative duties in order to manage their work efficiently.

Scholars, researchers and lifelong learners – Foundation Phase teachers should be exposed to on-going training and continuous professional development so that they can continue to learn and develop themselves further. Throughout their professional career, teachers should embrace the spirit of lifelong learning as education evolves and changes in curriculum take place. The teacher should embrace these changes and learn about how to implement them effectively. It is the role of the Foundation Phase teacher to do research in the subject which they teach to increase their content knowledge base

and to broaden their knowledge in other professional and educational matters as well. Furthermore, teachers should engage in practicing reflective teaching so that they can learn from their mistakes and find ways to improve their teaching (Hoadley & Jansen 2009). Teachers must be in a position to impart to their learners the principle of life-long learning so that learners can realize that learning takes place throughout life.

Members, citizens and pastors – The role of the Foundation Phase teacher is to uphold the values enshrined in the constitution of democracy and in respecting other people. The teachers must have good morals and be available to help learners and colleagues. The Foundation Phase teachers must also show support to parents and involve themselves in community upliftment projects (Hoadley & Jansen 2009). Members of the community look up to teachers, and therefore teachers can do their part by being involved in community development projects and defending the values embedded in the constitution.

Assessors and learning area specialists – The Foundation Phase teachers must be aware of the new assessment structure which is applicable to CAPS. The teachers must understand that assessment is an essential feature in the teaching and learning process. The teacher must have an understanding of the purpose, methods and effects of assessment and be able to provide helpful feedback to learners and parents. As a learning area specialist, the Foundation Phase teacher must acquire abundant knowledge of a subject so as to become an expert on the subject. As a specialist in the subject, the teacher will be aware of the different strategies to teaching and learning and how these can be used in ways which are suitable to learners and the context (Hoadley & Jansen 2009). When teachers are exposed to training and continuous professional development they become specialists in their field which is beneficial to the teaching and learning process.

It is the view of the researcher that it is too great a challenge for a teacher to implement all those roles in an equally balanced manner. By collaborating and working together the different role-players in the school setting can fulfil all seven roles, as opposed to an individual teacher. Implementation of these responsibilities necessitates teachers who are flexible and ready to face challenges, as in the case of CAPS. In order for

these roles to be implemented, the requirement is for teachers to be properly prepared.

Furthermore, the role of parents cannot be over-looked. Parents are the main educators of children as they have a close relationship with them. The behaviour and dedication of learners to education is primarily formed by parents at home. The more involved the parents are with the education of their children, the greater the influence will be on the children's development and educational performance. Fullan (2007) believes that the dedication of learners to their school work is mainly formed by parents through the curriculum of the home. Therefore, as key stakeholders, parents should assist in the education of their children.

Ncube and Samuel (2014) argue that teacher efficacy (which is an individual's finding of his/her competences to achieve certain stages of their performance) is very low amid many teachers in South African schools. Katz and Stupel (2015) cite four stages of efficacy as follows. Firstly, mastery experience, where teachers' experiences should be used to fill the minimum stage of performance in the classrooms. Second, in vicarious experience, beliefs appear as motivating teachers to identify themselves as successful performers. Thirdly, social persuasion is the reassurance or response regarding specific performance which is determined by reliability. Lastly, effective stage where groups and individuals understand and react to changes. In view of this, policy makers may utilise such a model to measure the teachers' readiness and keenness before any new curriculum change is implemented.

2.7.3 The Role of the Principal and School Management Team in the Implementation of Curriculum and Assessment Policy Statement in the Foundation Phase

As the education system in South Africa has experienced changes since 1994, it is one of the duties of the school management team to manage change (Bengu 2005). The introduction of the CAPS curriculum was no different. Principals in the Foundation Phase had to manage the change in the new curriculum and provide support to staff during the change process. Change, however, can be very demanding and stressful and is not easily accepted. Most people fight change because it is intimidating and uncomfortable,

particularly when the outcomes of change have not been identified or have been identified as hostile. It is for this reason that it has to be carefully controlled.

People are typically unwilling to change because they are content with what they are currently doing. Based on that, it can be said that the principal has the great task of leading the change process with people who will be hesitant as they are comfortable with the status quo. In this regard, the role of the principal in managing and leading the process of change is a challenging one. Briggs and Sommerfeldt (2002) believe that the principal firstly needs to make sure that he or she has the necessary Foundation Phase policy documents, circulars and guidelines at hand. The principal should study these documents and internalise all the basics of the curriculum changes.

Briggs and Sommefeldt (2002) state that the principal is at the forefront of the change process and must work through the different stages in the change process together with his staff. The different stages of the change process include: diagnosing the problem, preparing for change, implementing change and reviewing developments of the change. Working as a group with the personnel would ascertain that those who are affected by the implementation of change are involved from the start of the preparation stage. When the time comes to make a final decision, the staff must feel that they were consulted as a group as well as individuals, and that their views had an impact on the final decision.

The outcomes of research carried out by the DBE (2009) discovered that an important factor that impacts on the implementation of the curriculum is the school management's capacity to facilitate the curriculum. The DBE argues that not all principals are equally conversant with the curriculum, predominantly in schools where principals do little or no teaching at all. It is of utmost importance therefore that principals familiarise themselves with all aspects of the curriculum. It is also vital that principals provide leadership in the school setting to produce a favourable environment for teachers to implement the curriculum.

2.7.3.1 Motivation as the Role of the Principal in the Implementation of the Curriculum

One of the foremost challenges any principal has with regards to management of curriculum change is to motivate the staff to accept the envisaged change. Mason (2004) believes that, motivation should be viewed as a management style to influence people to change, to unleash the staff's unnoticeable potential and to bring out the best in people by feeding a particular psychological need in an individual for the benefit of both the individual and the school and to ultimately enhance teaching and learning.

Mason (2004) also states that motivation is a person's internal drive or state that invigorates, endures and guides a person's conduct in order to fulfil the individual need. It is thus important that the principals of Foundation Phase teachers familiarize themselves with policy documents of all learning areas so that they are able to impart knowledge to teachers and motivate them to learn about CAPS and to effectively implement it.

In most cases, plans to implement a new curriculum do not succeed because the curriculum designers as well as the principals fail to apply teacher development through training. These teacher development opportunities provide the on-going acquisition and upgrading of skills and knowledge related to implementation requirements. If there are any misconceptions or misinformation about CAPS, the principal should be there to provide the correct information and curriculum content. As a motivator, the principal should practice open communication, he or she should be available to listen to the concerns of the teachers, recognise issues and offer practical suggestions and solutions.

Moreover, the principal should be able to dispel the feelings of stress and anxiety that the teachers might be experiencing during the difficult period of curriculum change. He or she should be able to reassure the teachers' feelings of personal security and worth. The principal should also be able to differentiate between the different abilities that staff

members have and therefore encourage team work, motivating them to work with and complement each other in their varying abilities. Motivation of teachers by the principal should therefore be an on-going process to ensure that teachers do not feel neglected. Furthermore, the principal should provide resources to teachers so that they can implement CAPS efficiently.

In motivating the teachers to accept the curriculum changes, the principal should show the teachers how the change will be of advantage to them. When the teachers are given enough information on the advantages of the new curriculum, it becomes easier for them to accept curriculum changes. The benefits should suit the needs of the teachers as much as possible. It is also imperative to remember that people have a need to understand their levels of ability and the accuracy of their opinions. The principal may motivate staff members by allocating new challenging duties and allowing them the opportunity to make decisions within policy guidelines. Burke and Krey (2003) shares a similar view that the principal should set goals for every task to make them meaningful.

2.7.3.2 The Role of the Principal in Monitoring and Supporting the Implementation of the Curriculum

The principal, together with the school management team (SMT), manage the process of teaching and learning within the school in agreement with curriculum policy documents and other policies (Mason 2004). The principal as an instructional leader must provide monitoring and support to the Foundation Phase teachers in the implementation of the curriculum. It is the responsibility of the SMT to make sure that the staff receives the essential support needed to provide quality teaching. In order to realize this outcome, the SMT should be acquainted with and understand the curriculum contents. They should implement it in the Foundation Phase and as such, be held accountable.

The South African Schools Act No 84 of 1996 (SASA) legislates that school management teams (SMTs) and school governing bodies (SGBs) need to create a partnership for the advancement of quality education. The SMTs must create a sincere and supportive climate which will enable effective teaching and learning. As schools are

environments of learning, SMTs have to see to it that there is continuous improvement and development in schools. The CAPS policy document refers to the fact that teachers need to make use of the support system accessible when implementing the new curriculum. The support system available includes support structures inside the school setting, in the neighbourhood, at district level, institutional level support teams, and support from the parent community and from special needs schools (DBE 2011c).

In order for change to result in viable improvement, effective leadership is required to lead change and direct it towards its end (Makoele 2011). The SMTs have to be well armed with management skills in order to assist all the stakeholders to apply better control over change processes, thus allowing them to cope with change. More (2004) believes that in an ideal school setting, it is anticipated that the SMT will operate smoothly in order to produce an excellent environment for the everyday running of the school and the implementation of policies. SMTs and teachers are relatively aware that they are expected to enforce policies and that even though they were not part of the design stage, they are expected to make the implementation a success.

Mchunu (2010) proclaims that when managing and implementing CAPS, SMTs should keep in mind that they are not viewed as the only group of people who have a duty to manage change in schools, but that different stakeholders need to be actively involved as well. It can conclusively be stated that there is a greater chance that people will cooperate if they view themselves as important to the change process and understand why the change process itself is important. It is essential that all stakeholders be considered as agents of change and allowing them to participate in crucial decision-making processes in schools will not only inspire them to work hard, but also make them feel important and needed. Agreeing with Mchunu above, Badugela (2012) declares that operating as a team with the staff should guarantee that those who are affected by the implementation of change participate in the planning from the beginning. Regardless of who makes the final decision, the staff should be of the view that they were consulted as a group as well as individuals, and that their opinions had some impact on the final decision.

Botha (2004) affirms that the role of the school principal can no longer be regarded as merely being a manager and administrator, but rather a learning-expert and lifelong learner. Principals are expected to create suitable conditions for effective teaching, learning and assessment, and focus on activities geared towards enhancing teaching and learning. The quality of education in every school is thus based on the principals' efforts to instil high standards of teaching and learning.

2.7.3.3 Management of Curriculum and Instruction in CAPS

Research studies suggest that the principal as an instructional leader should oversee that the major provision that the school offers is instruction (Glanz 2006). It is crucial, therefore, that principals are at least cognisant of all subject areas and the different needs of each. They must possess an extensive knowledge base that will permit them to assist others in performing their duties and ensure that the mission of the school is completed. Principals should be able to offer information and direction to teachers regarding instructional methods, and they should be vigorously involved in and supportive of curriculum development. The principal should modify the vision and mission of the school to reflect that the implementation of the current education curriculum is a priority. Moreover, the principal should encourage the teachers to invest in the vision of the school.

Furthermore, the principal is responsible for making adjustments and variations to the instructional material to suit the context of the school as long as they are in line with the curriculum needs. Teachers should also be inspired to design their own instructional material and feel free to discuss curriculum matters with other teachers. With this kind of approach, the probability of successful curriculum implementation increases. There is an element of trust that is needed between those who are designing the curriculum and those on the ground who are implementing it. The two groups of people need to have the same vision, of implementing a practical curriculum that will equip learners with an abundance of knowledge and skills which will in the end benefit the country and its economy.

2.7.3.4 Supervision of Teaching

In any kind of work environment, a supervisor is needed to carry out the vision and mission of that particular company. A supervisor's purpose in a school setting is to improve teaching and learning (Swearingen & Mussazi 1985). Supervision is an organised goal of the principal which focuses on improving classroom performance through a routine of performing class visits (Swearingen & Mussazi 1985). Swearingen and Mussazi (1985) believe that teachers do not like an "inspection type" of supervision and are afraid of it. Acheson and Gall (1992) view supervision as the process of assisting teachers to lessen inconsistency between what actually takes place in the classroom and what should ideally take place in the classroom and its aim is to improve teaching.

It is the duty of the principal to create a healthy working environment between himself and other staff members. The supervisor has a responsibility to encourage and motivate the other members of the team to work hard to produce quality work and to encourage team work between them. An active instructional leader allows the teachers time to fulfil their professional development in the school context as well as outside the school context so as to improve the teachers' skills so that learning can improve (Fullan 2002). As a supervisor, the principal should be aware of challenges that teachers might be experiencing and come up with solid, workable solutions. He or she should be approachable and be readily available to offer advice to staff.

According to Sergiovanni (1991), supervision of instruction in class involves a supervisor sitting quietly at the back of the class and observing how the lesson develops. The supervisor observes the actions of the teacher by looking at how he or she presents the lesson, what the learners do and what really transpires during the lesson. The purpose of the class visits is to make sure that the standards of quality teaching are met and preserved. Through class visits the supervisor can ascertain whether the staff is able to produce quality work that will keep up with the standard set in the school. After the class visit an analysis needs to be done. According to Sergiovanni and Starratt (1993), the analysis of the classroom events can be done together by the supervisor and the teacher or it can be done separately at first and then later be done together.

The process of analysing the events together promotes the supervision process as a collaborative and democratic process.

After doing an analysis, teachers need to be given feedback. The feedback should be specific, instead of only general. The reason is that feedback that is made in a general way is likely to be misunderstood in comparison with feedback that is specific (Sergiovanni & Starratt 1993). During a feedback session, the supervisor should focus on aspects of the teaching that can be improved, such as how to include learners, how to develop the balance between knowledge level and other aims as well as how to discipline learners. The supervisor is not supposed to focus on aspects that cannot easily be changed such as nervousness or voice quality of the teacher. It is important for the supervisor to start the feedback session with some recommendations and then also complement the teacher when the teacher has done something positive in order to encourage him or her. The intention of the feedback is not to discourage the teacher or highlight his or her mistakes, but rather to assist the teacher in recognising his or her behaviour and to be able to connect how that behaviour impacts on teaching and learning.

2.7.3.5 Monitoring of Student Progress

The principal as an instructional leader should devise a mechanism to check on the quality of the preparation of learners. Glanz (2006) maintains that an effective instructional leader is accustomed to different techniques that can be adopted to assess the progress of learners. The principal should be in a position to explain and simplify the meaning of outcomes when required. Furthermore, he or she should be able to proficiently analyse the results of the learners and use them to help teachers, learners and parents in creating strategies for improving performance.

Mason (2006:47) indicates that the SMT should monitor and support the following:

- Content teaching: To make sure that the content for teaching and learning is applicable to the legislated curriculum.
- Integration in planning and presentation: To make certain that integration of assessment standards as well as different teaching styles are applied correctly.

- Learning outcomes and assessment standards: To ascertain that learning outcomes and assessment standards are organized properly to ensure progression.
- Learner-centred and learner-paced teaching: This is to guarantee that the pace of the teaching is directed by the progress of the learners.
- Application of the curriculum principles as defined in the policy statements: To make sure that there is no deviation from requirements such as progression requirements and inclusivity in order to cater for learners with different barriers.

This implies that the principal must have vast knowledge of the CAPS content to ensure that teachers adhere to the content and do not deviate from it. If teachers struggle with the content, the principal must be able to assist them. The principal must also offer guidance and support with planning and presentation of lessons using the applicable teaching style. It is also the responsibility of the principal to explain the principles of CAPS and elaborate on how these principles impact on teaching and learning. Cunningham and Cordeiro (2005) believe that monitoring and support in the context of class visits create a platform for the SMT to observe teachers' work, provide motivation and offer guidance. During supervisory discussion teachers will also be able to voice the challenges they experience in their teaching practice.

Through monitoring and support, teachers are able to gain knowledge of their mistakes and shortcomings which helps them to develop better knowledge and skills for effective ways of teaching. After being observed in class, the supervisor will offer the teacher advice of how to improve his or her teaching in the classroom, offering teachers training and guidance in order to become better teachers. Monitoring is an important element of the principal's responsibility and needs to be handled in a non-threatening way. It should not be imposed on teachers and come as a surprise, instead it needs to be scheduled in the school's year plan. Teachers should be aware of when it will be done. This will ensure that the school's year plan and teaching is implemented with commitment. Monitoring in class helps principals to identify the strengths and weaknesses of the teacher so as to align teacher training and development on the areas of weakness shown. An active principal who is visible in school and classrooms makes the teachers feel that they have a good support structure. Such support would improve the performance of the learners.

2.7.3.6 Promotion of an Instructional Climate

School principals play a crucial role in enhancing the quality of teaching and learning in schools. Principals, therefore, need to have specific qualities in order to be able to effectively realise their duty of supporting teaching and learning. A positive instructional climate is one where there is cooperation, democracy, and a vision of providing quality education to learners. As an instructional leader, the principal must be knowledgeable in the content of the curriculum and be prepared to offer assistance to teachers. The principal must ensure that instruction done by teachers is aligned to the CAPS curriculum, and must promote training and continuous improvement in the development and designing of instructional programmes so that learners can perform well. The principal must create good partnerships with parents and the community and cultivate a culture where everyone feels valued (Habegger 2008).

Glanz (2006) points out that when the climate of the school is one that promotes learning and values achievements, it is hard not to learn. It is the duty of the principal to create a climate of educational enthusiasm for all learners and to direct the energies of learners and teachers in meaningful ways. The instructional atmosphere of the school can be stimulated in a number of ways, including the provision of a safe and organised environment, activities which focus on the child and a general understanding that quality is placed on doing one's personal best.

According to Kobola (2007), organisational climate promotes efficiency of teaching and learning in the school. The principal should be well aware of the factors that create a positive school climate so that they can see to it that these are realised. Principals can carefully plan the creation of a positive instructional climate by being positive, knowledgeable, energetic and communicative leaders. Furthermore, they should allow the teachers an opportunity to take part in the decision-making processes in the school and empower teachers to identify, discuss and internalise the process of curriculum and instruction. Therefore, a positive instructional climate will nurture the spirit of cooperation and collegiality and further motivate principals and teachers to face the challenges of curriculum instruction with confidence.

2.7.4 In-service Training and Continuous Professional Development of Foundation Phase teachers

Singh (2011) describes professional development in diverse ways, relying on the context in which it occurs. Continuous professional development of teachers is described as a process whereby teachers reflect on their competencies and keep themselves updated with new developments (DBE 2010). Villegas-Reimers (2003) studied global literature on teacher professional development and believes it to be one of the factors in most educational transformation taking place internationally. There is a strong link between educational change and the professional development of teachers. Educational modifications that do not involve teachers and their professional development have not been successful and professional-development programmes that have not been entrenched in some structures and policies have also not been successful (Villegas-Reimers 2003).

This means that the top-down system that merely dictates changes to teachers does not work. Teachers need to be involved extensively in the initial stages of any education reform and be trained sufficiently and continually to ensure that they are adequately prepared to effectively implement changes to any new curriculum. Guskey (2002) proposes a different model for constructing effective professional development programmes. As shown in the figure below, the model observes the process of teacher change. Furthermore, the figure shows that the development of teachers results in a change in classroom practices and improves the performance of learners.

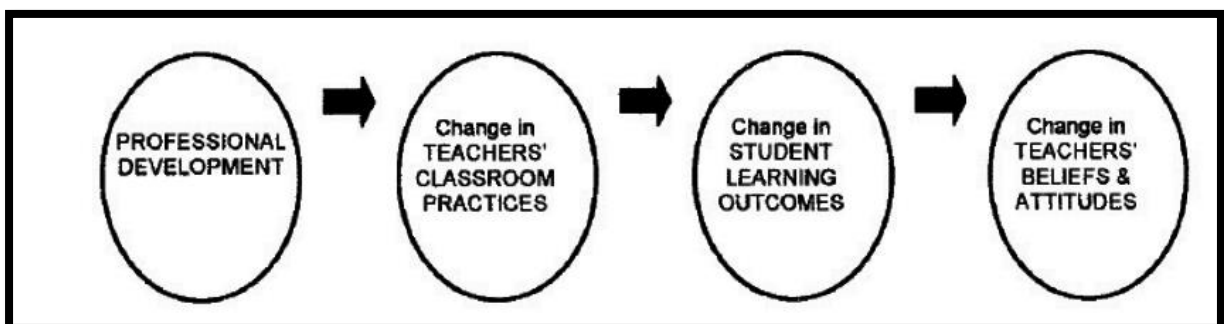


Figure 2.2: Guskey's model for creating effective professional development programs

Guskey (2002) states that professional development programmes which are founded in the theory that changes in attitudes and beliefs come first, are intended to increase approval, eagerness and dedication from teachers before the implementation of new practices. Therefore, changing the attitudes and beliefs of teachers by letting them partake in the planning process causes them to feel recognised and they will, as a result, display dedication to the design and implementation of a new curriculum. The model shows that the professional development of teachers should lead to change in the teachers' classroom practices. These classroom practices could be the teaching approach in terms of lesson presentation, the use of materials and even modification of teaching procedures. Changes in teachers' beliefs and attitudes are directly influenced by changes in classroom practices, which are also influenced by their professional development.

According to Guskey (2002), attitudes and beliefs are usually formed by the classroom experience. A change in teachers' classroom practices can only be achieved if professional development is properly and successfully implemented, which ultimately also leads to a change in teachers' beliefs and attitudes. Guskey (2002) argues that what is important is not professional development, but rather what is important is the experience of successful implementation that changes teachers' attitudes and beliefs. Implementation can be successful if it is properly planned. This suggests that if professional training of Foundation Phase teachers is properly done, it will have a positive impact on teachers, transforming their attitudes and beliefs and making them ideal teachers who will actively implement the CAPS curriculum.

Research on continuous professional development of teachers as a result of constant educational renewal has been performed in South Africa. The findings were that although there are formal structures and training, the problem lies with the implementation. The professional development of teachers in South African has been irregular; although formal structures exist, implementation remains an enormous challenge (Singh 2011). The South African Council of Educators, as the legislative body for professional teachers, has a big task of implementing and managing continuous professional development of teachers, as envisioned in the new education system. The

new education system will, therefore, ensure that the present initiatives aimed at the professional development of teachers have a positive effect on the improvement of quality teaching and learning.

2.7.4.1 The Benefits of Continuous Professional Development to Foundation Phase Teachers

The advantage of continuous professional development is that after being trained, teachers will possess the skills to effectively implement curriculum. Research which was done recently on curriculum implementation in rural primary schools in the Foundation Phase has revealed that teachers face a number of challenges concerning teaching and learner achievement (Fleisch 2008; Moalosi & Molwane 2010). These challenges originate from lack of effective training in the Foundation Phase.

Teachers who are exposed to continuous professional development will be empowered with the knowledge to teach all the concepts and topics of the CAPS curriculum as opposed to only teaching the sections of the curriculum which they feel comfortable with. Furthermore, teachers will be equipped with the creative skills needed to design their own resource materials, compile a profile of each learner, observe or track the progress of each learner, engage in discussions about projects with learners and learn skills of how to work as a team with other teachers (Badugela 2012). As detailed by Kirkgoz (2008) teacher training and support play a fundamental role on how to implement the curriculum by encouraging teachers' comprehension of the curriculum and influencing their classroom practices.

Sithole (2009) realised that there was slow development in implementing the curriculum in rural Foundation Phase classrooms. The Task Team for the review of the implementation of the NCS in 2009 found that teachers throughout the country at all phases were not competent to teach the curriculum because of inadequate knowledge and skills, and a lack of training (DoE 2009). Bush, Joubert, Kiggundu and Van Rooyen (2009) also found that it is difficult for teachers to master the curriculum without receiving

further training to make them knowledgeable. One of the reasons for teachers to develop themselves is to increase their teaching knowledge and skills. The aim of effective professional development programmes is to improve teachers' knowledge and skills as well as their teaching practice (Tournaki, Lyublinskaya & Carolan 2011).

Teachers should have adequate knowledge of subject content. Knowledge of subject content is best realised in situations where teachers are teaching the subject which they were trained for. Villegas-Reimers (2003) argues that in the assessment of the impact of professional development on teacher practices which results thus in students' achievement, the variable that must be measured is whether teachers are teaching the subject that they were prepared to teach. This suggests that teachers must be well vested in the subject knowledge and be well prepared to teach the content to the learners.

Furthermore, there is a relationship between teacher professional development and the achievement of students. The Department of Education (2008) contends that continuous professional development improves the quality of learner achievement and reignites the commitment of teachers to the profession. Fiske and Ladd (2004) stated that intensive and extensive professional development of teachers was essential for the implementation of OBE. Similarly, intensive and extensive teacher professional development is necessary to prepare teachers for the implementation of the CAPS curriculum as it demands professional development for a new role in the teacher's careers. Skosana and Monyai (2013) note the existence of poor CAPS training that has taken place which has resulted in poor teaching in schools.

The Funza Lushaka Programme that promotes an increase in the number of teachers through institutions of higher learning does not necessarily result in newly qualified teachers who will teach in rural schools or previously disadvantaged schools. Many teachers leave the teaching profession every year (Skosana & Monyai 2013). Qualified teachers who were funded by the Funza Lushaka bursary scheme often work in disadvantaged schools for the number of years equal to the period that the bursary

covered their tuition fees and then exit the schools for better working conditions and salaries.

Flores (2004) makes an argument that teacher training and education programmes are not in line with the changing nature of teaching. Most teacher-training programmes are designed and presented as short-term programmes which last for a few hours or for a few days with no or minimum follow-up activities (Park & Sung 2013). In contrast, Cheung and Wong (2012) argue that while teachers should be exposed to sufficient training, it is not the duration of professional development programmes that matters, but rather the quality of such programmes. Teachers, it seems, would ask to be exposed to on-going in-service training to be able to manage difficulties and stress. On-site training should, therefore, be provided throughout the implementation process, particularly during the first stage (Park & Sung 2013).

The ever-changing nature of teaching necessitates that teachers be skilled as well as positive in order to react appropriately to the growing, ambiguous and complicated educational environment in which they work. Along with the implementation of curriculum change, it is expected of teachers to also perform tasks which they have had no previous experience in, such as new assessment systems (Flores 2004). Kirkgoz (2008) stresses the necessity for ongoing teacher training and professional development opportunities, particularly in the beginning phases of curriculum revolution, in order to motivate the implementation of curriculum change. Fullan (2007) has the same opinion as Kirkgoz and provides that the implementation of the new curriculum should be an ongoing process during which teachers learn, unlearn and re-learn the curriculum. This suggests that teachers must be given enough support to handle the complications of implementing a new curriculum.

Another interesting mechanism of effecting professional development is teacher development by teachers, a kind of peer support. This is received from teachers who have developed excellent knowledge and who are experts in a specific field. A teacher with the knowledge required will train other teachers, imparting skills and relevant

information to them. This function can be performed by head of departments (HOD's), for example, or an outside professional can be invited to spend some time at the school. A professional who is not based at the school can also help in teacher development through in-service training of teachers.

2.7.4.2 The Duration of In-Service Training

Taole (2013) believes that training is the most feasible opportunity of updating teachers on the developments in the curriculum, as teachers require more training to deal with new information. Smith and Gillespie (2007) argue that professional development can be useful if it takes place over a longer period of time. Professional development that is long-term is beneficial as it affords extra time for teachers to study their own practice, particularly if it comprises of follow-up training, emphasises knowledge on subject-matter and includes a strong emphasis on analysis and reflection, as a substitute rather than just demonstrating strategies.

Professional development is usually criticised for its duration and length. When it takes place over a short period, it does not provide enough information and skills to the teachers. It becomes worse if there is no time for follow ups. Professional development that takes place over a longer duration will probably provide learning opportunities that are useful for teachers to assimilate new information into practice (Brown 2004).

2.7.4.3 The Quality of Training Presenters

The serious failure of not imparting good knowledge to the teachers at CAPS training workshops can be placed in the hands of the facilitators, who were unable to impart the CAPS knowledge to the teachers (Phaiphai 2017). Trainers need to be carefully selected, with serious consideration taken in choosing the right calibre of people to become trainers. Trainers must, therefore, be professionals and experts of a particular field in curriculum and must be able to impart knowledge to teachers who will use this new acquired knowledge in the classroom.

2.7.4.4 The Support that Foundation Phase Teachers Receive After In-Service Training

Even though teachers are influential in the implementation of a curriculum, they themselves are not the curriculum designers and there is a necessity for monitoring and support after the training (Rodrigues 2005). The Minister of Basic Education, Ms Angie Motshekga, indicated that monitoring and support of CAPS would be increased as all grades would have to implement it (DBE 2013). Follow-up visits after training are essential to ensure that the curriculum is implemented accurately.

It is extremely important for teachers to receive support after training so that they recap, debrief and analyse what they have learnt. Support after training provides the teachers with a platform to clarify issues which arose at the training and which they are perhaps struggling with. As mentioned, this kind of support allows the teachers to put into practice what they have learnt and perfect it. The teachers can offer the facilitators suggestions and pointers on what works and what does not. This makes training a vital element of curriculum implementation as even the facilitators can learn from the teachers. In this manner learning becomes a two-way process. Another challenge to curriculum implementation is assessment, which is discussed below.

2.7.5 Assessment of Foundation Phase Subjects according to the Curriculum and Assessment Policy Statement

Assessment is a central part of teaching and learning. Copple and Bredekamp (2009) define assessment as an instrument for tracking the educational development of learners towards a programme-desired goal. The adoption and implementation of the National Curriculum Statement in South Africa has brought challenges to teachers with regards to classroom assessment. The Department of Basic Education has created the National Protocol on Assessment (Department of Basic Education 2012) which provides a structure to guide teachers on how assessment should be performed in order to ensure effective teaching and learning.

Nieuwoudt and Reyneke (2016) concur with Copple and Bredekamp (2009) that the assessment process is central to teaching and learning. It includes special stages that

generally function in a cycle, specifically planning the assessment, guiding the assessment (gathering information), and analysing and using the assessment information (results). It is important that in the planning phase the teacher remembers the objective of an assessment task and selects the suitable assessment type, method and tool.

2.7.5.1 Assessment in Foundation Phase

The principal aim of assessment is to supply records on the accomplishments and progress of learners and establish the route for ongoing teaching and learning. Hence, one of the functions of schools is to embark on assessment to gather information about learners' learning. This can be done through both formal and informal activities. The following discussion gives an explanation on how assessment is done in the Foundation Phase.

2.7.5.2 The School-Based Assessment

The Department of Education withdrew the use of the Common Task of Assessment (CTAs) and Provincial Education Departments had to develop an assessment element to substitute the CTAs. The School-Based Assessment (SBA) was then developed and regarded as a compulsory element for progression and promotion in all the different school phases. The weighting of SBA in the Foundation Phase is 100% and there is no examination at the end of the year, as illustrated in Table 2.4 below.

Table 2.4: The Weighting of School-Based Assessment

Phase	SBA (School Based Assessment) Component %	End of year examination %
Foundation Phase (Grade R-3)	100	0
Intermediate Phase Grade 4-6)	75	25
Senior Phase (Grade 7-9)	40	60
Further Education and Training Phase (Grade 10-12)	25	75

(Source: DBE 2011: 3)

Table 2.4 shows that site-based assessment in the Foundation Phase is important. It is a compulsory element for progression and promotion unlike in other phases in the school. The Department of Basic Education (2011b) describes assessment as an exercise of gathering, examining and interpreting information to help teachers, parents and other parties in education in making decisions about the development of learners. Below are the types of assessment which are informal and formal that can be used to assess the learners in the Foundation Phase.

2.7.5.3 Informal Assessment

According to the Department of Basic Education (2011b), Informal assessments take place on a daily basis and their intention is to monitor and enhance the learners' progress. It can be achieved through the teacher's observation of learners and through teacher-learner interactions. In the use of informal or daily assessment, the teacher may employ a method of stopping in the middle of a lesson to observe learners or to have a conversation with the learners about how learning is progressing. This method is effective as it can be used to give feedback to the learners and teachers. It is also handy in closing the gaps in learners' knowledge and skills and enhancing teaching.

2.7.5.4 Formal Assessment

During the process of a formal assessment, information is gathered on the performance of learners through tests to decide on the level of educational achievement or analyse other aspects of the learner's performance or conduct.

As clarified by Department of Basic Education (2011b) formal assessment of learners presents teachers with a methodical process of assessing how well learners are progressing in a specific subject in a specific grade. It emphasizes that teachers must ensure that assessment criteria are very clear to the learners before the assessment process. Foundation Phase teachers must, therefore, explain to the learners which knowledge and skills are being assessed and the required length of responses.

The Department of Basic Education (2011b) indicates that School-Based Assessment and Practical Assessment Tasks are established to encourage the mastery of the content, skills, values and attitudes of the subject, and to present learners, parents and teachers with results which represent what the learners know, understand and are capable of doing at the time of the assessment. This technique appears to be effective considering the fact that they permit learners to be assessed regularly during the course of the year as well as allow for the assessment of skills that cannot be assessed in a written form, for instance, in a test or examination. It is valuable in the sense that different assessment strategies can be used in School-Based Assessment and Practical Assessment Tasks.

2.7.5.5 Progression

Progression is the action or occurrence of shifting from one component to another or from one part to another in an orderly manner. The Department of Basic Education (2011b) specifies that progression of learners from one grade to the next is based on recorded evidence in formal assessment tasks. Consequently, the formal assessment tasks are recorded and used to determine if a learner should progress or be promoted to the next grade. The responsibility of Foundation Phase teachers is to record learner performance in all formal assessment tasks. However, it is not a prerequisite that they record performance of informal or daily assessment tasks, it is up to them if they choose to do so, as it can help to support the teaching and learning process.

2.7.5.6 Recording and Reporting

The Department of Basic Education details that there are seven levels of competence for subjects listed in the National Curriculum Statement Grades R-12. The different achievement levels and their correlating percentage bands are illustrated in Table 2.5 below.

**Table 2.5: Scale of Achievement for the National Curriculum Statement
Grades R-3**

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80-100
6	Meritorious Achievement	70-79
5	Substantial Achievement	60-69
4	Adequate Achievement	50-59
3	Moderate Achievement	40-49
2	Elementary Achievement	30-39
1	Not achieved	0-29

(Source: DBE 2011: 5)

Table 2.5 indicates the rating code for recording and reporting in the Foundation Phase. Foundation Phase teachers are expected to record and report learners' performance in terms of the achievement descriptors listed in Table 2.5. The purpose of these descriptions is to assist teachers in grading learners at the correct level.

A study conducted by Nsamba (2009) revealed that teachers did not use the assessment guidelines provided to them for English First Additional Language and therefore, learner performance in primary schools was negatively affected. Kanjee, Molefe, Makgamatha, and Claassen (2010) performed research of the same nature on teacher assessment practices which was investigative using research instruments such as classroom observations and conducting interviews. The research findings were that teachers' knowledge and awareness of assessment practices are limited. The research also exposed that there is a gap between teaching practices and the assessment policy application, which was shaped by teachers not being properly orientated and trained.

2.8 Barriers to Teaching and Learning

The implementation of CAPS can be hindered by barriers to teaching and learning. Below is a discussion of some of the barriers to teaching and learning which impact negatively on the implementation of the curriculum and assessment policy statement (CAPS).

2.8.1 Content Knowledge

There is a lack of teacher training, deficiencies in pedagogical content knowledge and usage of diverse instructional approaches and knowledge at schools (Bantwini 2009 & Lekgoathi 2010). Sharp *et al.* (2009) allude to the truth that many teachers do not have both the subject knowledge and the pedagogical content knowledge needed to implement the science curriculum effectively, which shows that a proper understanding of both policy and practice is needed.

A lack of teachers' content knowledge hinders effective teaching and learning. It is difficult for a teacher to impart information to learners if the teacher does not have enough specialised knowledge on the content or subject. Similarly, a lack of content knowledge on the part of curriculum advisors hinders them from providing full support to teachers where it is required. Support cannot be effective if teachers are teaching subjects that they were not trained for. A support network must exist to aid teachers in schools and should be comprised of experienced teachers, educational researchers, advisors as well as inspectors (Elliot 2007). In the field of Sciences, the Department of Basic Education is liable for not providing schools with sufficient support materials such as science equipment. Van Deventer and Van Niekerk (2009) believe that the epistemology and skills of teachers establish the status and practice of the subject. With CAPS being a new dispensation, teachers must acquire the basic knowledge and skills to teach the subject to ensure positive delivery of the curriculum.

2.8.2 The Influence of Curriculum and Assessment Policy Statement on Pedagogy

Teachers believe that the new CAPS curriculum has made teaching and learning much simpler and more effective. The new CAPS document is concise in the sense that it has left no room for misunderstanding; and even a newly qualified teacher is able to teach the content (Jones 2012).

Learner centeredness is commonly related to learners being actively involved in their learning. The crucial aspect is that learners are truly engaging with the learning material, and are learning with understanding, instead of merely memorising without understanding. Some of the methods used in learner-centred education are learning via

discovery, problem-solving and learning in a group which teaches learners social and team work skills. In a science class, for example, a teacher might give learners guidelines of how to do an experiment, let them ask questions, observe and analyse by giving conclusions based on what happened (Hoadley & Jansen 2012).

In the CAPS curriculum, teachers are expected to promote learner creativity and thinking abilities using inquiry-based learning. It is the researcher's view that some teachers might not be comfortable with this technique as it damages their authority as teachers and undermines their professional competence, as learners are now expected to 'create' their own knowledge. The current CAPS policy disregards the fact that the teacher's knowledge is one of the fundamental features of pedagogic, professional and subject identity and to change this role to that of a knowledge manager is an extreme form of disempowerment for many teachers. Furthermore, it is the researcher's view that many teachers are not willing to accept the efforts of the school and policy documents to reconstruct what it means to be a teacher.

The CAPS documents, based on White Paper 5, Section 1.1.1 necessitates a change from practices of supporting only the individual child to supporting the teacher for the purpose of averting and abolishing learning problems in all learners. White Paper 6 specifies that teacher support should incorporate the provision of training, mentoring, monitoring, and consultation (DoE 2001a). This means that teachers who are battling with new changes in the curriculum, such as those mentioned above must be given adequate support by the Department of Basic Education so that they can ultimately see the benefits of the new curriculum.

Another feature in the CAPS policy is that it emphasises the importance of using inclusive methods for teaching. The Department of Basic Education (2011b) expresses that teachers will only be able to use inclusive methods of teaching if they have a good understanding of how to recognize and address barriers to learning and be able to plan to accommodate diversity. This is yet another way that pedagogy has been influenced by CAPS as teachers have to modify their teaching to cater for diverse learners who have diverse needs. According to CAPS (DBE 2010), the strategy to managing inclusivity is to ensure that obstructive practices in the school system are recognised and addressed by all the appropriate support structures. Some of these obstructive practices require

specialised intervention skills, which can be provided either in specialised settings such as special-needs schools, or in ordinary schools with specialist help and teamwork.

2.8.3 Learning and Teaching Support Material

Brown and Gordon (2009) believe that learners learn better in classrooms that are adequately resourced and furnished with material that are relevant to the age group of the learners. Most disadvantaged South African schools lack a supply of textbooks and workbooks, and consequently experience challenges with curriculum implementation. Another challenge is when teachers are not able to use these textbooks optimally due to lack of training. Teachers must be well trained on how to effectively use textbooks to ensure teaching and learning takes place.

Learning and teaching support material (LTSM) for primary school refers to material such as classroom decorations, classroom kits, colourful demonstration charts, classroom organisers, activity tools, grammar games, sports and art equipment. The Department of Basic Education (2011b) maintains that LTSM are especially important in developing countries, as many schools lack material resources, such as age and culture appropriate reading materials for children. In some schools, the situation is made worse by the minimum training that teachers receive on how to create their own teaching material. In these schools LTSM can play a crucial role in creating a more organised style to the subject content being taught and in how it is taught.

Prior to the implementation of CAPS, the Department of Basic Education (2011b) stated that the new education system would concentrate on two important factors to ensure that schools have high quality material and that all learners and teachers receive the support material which they need. The CAPS curriculum requires certain resources that are necessary for teaching and learning and it is imperative that schools receive these resources in order to fulfil their mandate of implementing the curriculum. According to the Department of Basic Education (2011b), these resources have been compiled in a national catalogue and schools would have to select materials from that

nationally approved catalogue. Bertram (2011) points out that in the past, publishers had to meet tight deadline in order to deliver the much-needed resource material to the Department of Basic Education. This was apparently also the case when CAPS was introduced.

Resources play an important function in the successful implementation of a curriculum. MacPhail (2007) discovered that the implementation of the revised physical education curriculum in Scotland was unsuccessful due to the lack of the necessary resources such as textbooks. Reschovsky (2006) has similar views with regards to poor resources in schools and argues that while some schools have highly qualified teachers and adequate education facilities, such as science laboratories and libraries, other schools do not have qualified teachers and lack even basic facilities such as working toilets and enough classrooms for their learners.

This indicates that although South Africa has come a long way with regards to the improvement of the education system, disparities do still exist. It will be a difficult task to effectively implement a curriculum in schools that lack even the basic facilities such as proper toilets and running water. The gap between well-resourced schools and under-resourced schools still exist. Rural schools have minimum resources, they do not have even the basics such as classrooms, laboratories, libraries, and school grounds. Even under these circumstances, teachers in such schools are still expected to implement the CAPS policy. It is extremely challenging, if not impossible for teachers in such schools to implement the curriculum without the necessary resources.

2.9 Requirements for Successful Curriculum Implementation in the Foundation Phase

Jordaan (2010) declares that there are two levels of curriculum implementation, namely macro and micro implementation. These levels are briefly examined below:

2.9.1 Macro Implementation

Carl (2010), defines macro implementation as the application of policy and curriculum programmes which have been created by curriculum designers at national level. This will involve an interaction between the designers and the practice within which it is implemented. It is therefore the implementation of a broad curriculum designed at national level and disseminated and applied country-wide.

Macro implementation is therefore important because it is the beginning phase where curriculum is implemented after being designed by the curriculum authorities. It indicates the start of the implementation of a curriculum after policy has been drafted and legislation enacted. In this phase, policy will be interpreted and distributed to schools where it must practically be implemented.

2.9.2 Micro Implementation

Jordaan (2010) defines micro-implementation as the process in which local decisions are made. This follows the application in practice and the ultimate institutionalisation. In practice it means that the main syllabus must be implemented at school and the classroom by subject teachers. During this period the involvement of teachers is high, as they implement the curriculum by interpreting the curriculum, increasing knowledge on the subjects and engaging in lesson preparation. It is at this stage that the initial curriculum reform is realised in practice.

Micro-implementation therefore also entails the implementation of a particular subject lesson at classroom level. The micro-level can be seen as the final level where the new curriculum is applied. When the process of curriculum implementation is significant, the educator must also contemplate the specific level they teach at, as this controls the appropriate implementation strategies to be used (Carl 2010).

2.9.3 What Does Curriculum Implementation Involve?

Assessment of curriculum implementation can be founded on learner activities as opposed to their achievements. Marsh and Wills (2007) make an assertion that the main purpose for altering a curriculum is to create better opportunities for learners to

learn. The question which needs to be asked is - Is it feasible to measure what learners have learnt with enough accuracy to come up with explicit conclusions about the effectiveness of a new curriculum? The test marks of learners do not only rely on the curriculum, and there are many other unexpected consequences of a curriculum which test marks cannot explain.

Thus, efforts to determine the complete effects of a new curriculum on learners cannot be restricted to measuring what is easiest to measure. Determining and making conclusions on what happens to learners must be approached in general terms and with enormous caution. Regardless of a lack of practical evidence connecting testing of learners with learner achievement, testing is still a political priority in many countries that is persistent in the 21st century (Marsh & Wills 2007).

Marsh and Will (2007) endorse that the enacted curriculum must continue to be the same as the planned curriculum, that is, constancy of implementation. Ariav (2007) used the term “curriculum literacy” to suggest that many teachers do not understand what the curriculum should be and do not have the skills to know how best to teach it. Curriculum literacy of teachers is very low. As a result, the planned curriculum must be extremely structured with clear instructions of how teachers must implement it.

The education authorities have created uniform testing styles and techniques for teaching a subject or for the usage of certain curriculum packages. This emphasis has led to the arrangement of content teaching materials and other homogenous measures, an effective merger supporting constancy of use. Marsh and Will (2007) also mention revision in implementation. Supporters of this approach uphold that the differing conditions experienced in schools necessitate on-site adaptations in the classroom. They propose that all planned curriculum should be adapted or altered during the process of implementation. Such adaptations have to match the specific and changing conditions confronted with the aid of teachers who endorse them.

2.9.4 Financial Resources

In order for the curriculum to be implemented effectively, financial resources are a necessity. There is considerable change in the distribution of the education budget in South Africa in order to improve the quality of education. The White Paper on Education and Training of 1995 is a piece of legislation that regulates and guides public schools in South Africa. It was drafted by the then Department of Basic Education and its focus is on access, equality, and redressing blockages in underprivileged schools (DoE 1995). As the Department of Basic Education does not own school provinces, it distributes funding across the quintiles. As Murtin explains (2013: 19), *“Quintiles 1, 2 and 3 represent deprived schools that are prioritized to receive resources and declared to be non-fee schools by government. Schools in quintile 4 and 5 are fee-paying schools that do not require extensive attention compared to schools in quintile 1, 2 and 3”*. As a way to maintain the central purpose of the school, which is teaching and learning, financial resources need to be transferred into other forms of resources. These resources will enable teachers to implement the CAPS curriculum effectively. Public schools can supplement their school funds by fundraising and donations in order to meet the objectives of the curriculum.

Technology is an essential part of our lives and therefore the level of technological development is important in the implementation of any curriculum. Schools must therefore be provided with the needed equipment to remain relevant technologically. Information Technology (IT) describes the equipment (hardware) and computer programmes (software) that allows the users to access, store, manipulate and present information electronically. Communication technology (CT) refers to telecommunications equipment through which information can be sought, sent and accessed, examples being faxes, phones and computers. The term ICT signifies convergence of IT and CT (DoE 2003a). Foundation Phase teachers can use technology in their classrooms, playing videos during lessons or by doing a slide show presentation with colourful images. The use of technology can be beneficial in capturing the imagination of learners in classrooms, making lessons enjoyable and therefore helping to implement the curriculum.

2.9.5 Infrastructure

Infrastructure in schools should not only be established to ensure that learners receive an education but should also provide quality of education through provision of a comfortable, safe and healthy environment. Schools should be provided with the necessary infrastructure, structured in such a way that it realises the content of the curriculum policy. For instance, sports facilities such as sports grounds will be required for physical activities in the Life Skills section of the Foundation Phase curriculum. Moreover, the infrastructure should be satisfactory and comfortable in order to reinforce the right of access to quality education, as was enshrined in the South African Constitution of 1996 as one of the ways to honour human rights.

2.9.6 School Climate

Zepeda (2004:37) defines school climate as *“the social atmosphere in which people interact with others and the school environment. It includes the perceptions that people have of various aspects of the internal environment such as safety, high expectations, and relationships with teachers, students, parents and administrators”*.

School climate mirrors how people in the school feel about the school. A positive school climate will motivate teachers to face the challenges of a new curriculum with confidence. The teachers will work hard to face the challenges they experience and in implementing the CAPS curriculum. A positive school climate creates a spirit of co-operation and teamwork wherein teachers will take an opportunity to share with one another their understanding of a curriculum and assist one another in implementing it.

2.9.7 Parental Involvement

As described by Du Plessis, Conley and Du Plessis (2007), parental involvement also improves the successful implementation of any curriculum. Parents and teachers must work together and a two-way communication between them will benefit the learner. Parents should provide their children with a learning environment that is conducive to learning.

Unfortunately, many children come from poor, disadvantaged households where there is no access to educational material that can help them with their school work. Most of the parents of these children have received minimum schooling themselves and cannot help their children with their school work. Furthermore, there are no facilities for public libraries. All these factors have a negative effect on the performance of the learners and as a result effective implementation of curriculum cannot be achieved.

2.9.8 Attitudes of Teachers and Learners

The attitudes of teachers and learners also control the implementation of the curriculum. If the teacher, as the implementer of the curriculum, and the learner, as the receiver of the curriculum, both have a positive attitude, then the curriculum will be positively implemented. Uncertainty and incompetence amongst teachers causes stress and anxiety which ultimately results in them having a negative attitude (Warnick 2008). Each time teachers feel insecure, discouraged or incompetent to conform to the requirements of a new curriculum, out of desperation they resort back to their old traditional ways of teaching and evaluating.

For many teachers, it is important for the sake of accountability, to thoroughly comply with the administrative requirements of a new curriculum. This kind of attitude contradicts the principles on which the assessment process is founded. In such cases, the gathering and recording of assessment information is reduced to a procedural action to please school management and the Department of Education (Beets 2005). This frustration leads to a loss of dedication and discipline among teachers.

2.9.9 Training

Gaible and Burns (2012) explain that teachers require on-going training and workshops that embrace their professional development and accommodates them as learners and acknowledges the life-long nature of learning and uses methods that will possibly lead teachers improving their practice as professionals. Therefore, implementation of CAPS needs to be directed by effective training that will take into consideration the needs of

teachers in the Foundation Phase. They should thereby be provided with relevant training and the information-sharing platforms which are needed.

Training has to do with the gaining of new information or the acquisition of a specific skill and in that regard can be viewed as an essential element in the bigger context of professional development (Steyn & Van Niekerk 2008). Both parties require orientation in the new curriculum before the implementation. Training for teachers and principals must not be a once off occurrence, but rather a continuous process that is properly planned and where there will be individual follow-up through supportive observation and feedback, communication between the teachers and team coaching (Steyn & Van Niekerk 2008).

2.9.10 Support from the School Management Team

Some of the duties of the school management team involve management of the new curriculum as well as supporting teachers in a transparent manner at school and classroom levels. During a school support visit, the teaching and learning process is supported and methods of improving teaching techniques are shared. Lessons are observed using a monitoring tool and feedback is given to the teacher afterwards on improvements and suggestions. It is also an essential component for ensuring effective curriculum implementation at the classroom level (Department of Education 2006).

The following are the principles of SMT support according to the DoE (2006:3):

- Involves transparent and democratic processes;
- Minimizes subjectivity through transparency and open discussion with teachers, emphasizes teacher's feedback and reflection as a critical factor;
- Recognizes good practice as well as areas in need of improvement; and
- Encourages continuous teacher development

Moreover, the objective of conducting class visits by School Management Teams is to offer support to teachers in order to increase their growth and development; to

recognise successes and challenges in the implementation of CAPS; to ensure that quality school-based curriculum development exists in the school in order to eradicate inequality in teaching and learning; to partake in the vital process of assessing a teacher's performance and to promote accountability. Additionally, the SMT must possess the qualities to solicit the support and capture the imagination of a diverse range of people, who come from different backgrounds and have different personalities. The diverse range of people must work together to change, develop and implement the curriculum. The most important goal of curriculum management is to equip learners with knowledge and skills so that in future they can contribute to the South African society in meaningful and beneficial ways.

2.10 Chapter Summary

Implementing a curriculum is not an easy journey. Curriculum implementation is unpredictable and can result in unexpected outcomes. Therefore, it should be expected that implementation might be problematic before any improvement in education becomes visible. Those who are involved in the process need to be prepared and supported in their endeavours. The results indicate that a lack of training, of cognisance of education policies, content knowledge, resources, parental involvement along with a lack of effective school leadership inhibit successful curriculum implementation. Factors that emerged as helpful to the successful implementation of the curriculum are support, long-term training and a positive school climate. Addressing these factors will ensure that failure of implementation is avoided. Teachers need time to learn and accept new policy reforms. Furthermore, they need space to explore and resources to carry out their duties diligently.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this chapter is to present and provide an explanation of the research approach, research paradigm, the research design and methodology used in the study. It will highlight the data collection procedure, population and sampling methods as well as the data analysis. Included will also be a look at the characteristics of research instruments, ethical considerations and limitations of the study. The chapter begins by outlining the research approach, the paradigm, the research design and methodology.

3.2 Research Approach

There are two main approaches to research, namely the deductive approach and the inductive approach. The key difference between inductive and deductive approaches to research is that the intention of the deductive approach is on testing a theory, whilst an inductive approach focuses on the new theory developing from the data (Blackstone 2012). Leedy and Ormord (2015) indicate that deductive logic starts with one or more theories. These theories are statements or assumptions that the researcher believes to be true. The reasoning then moves in a logical manner towards a conclusion to ascertain if the theories are in fact true (Leedy & Ormord 2015). Inductive reasoning, in contrast, does not start with a predetermined truth or assumption but rather an observation, and thereafter uses particular examples or incidents to draw conclusions about an entire programme of events (Leedy & Ormord 2015). This research study employs both an inductive and deductive approach as it adopts a mixed-method style of research.

The inductive approach is commonly linked with qualitative research, whilst a deductive approach is more commonly associated with quantitative research. Blackstone (2012) asserts that in an inductive approach to research, a researcher starts by gathering data that is related to the research topic (Blackstone 2012). After considerable data has been gathered, the responsibility of the researcher will then entail viewing the data from a holistic perspective. At this point, the researcher looks for patterns in the data, to establish a theory that could explain those patterns. Therefore, when researchers take an inductive approach, they begin with a set of observations and then move from those specific experiences to a more general set of suggestions about those experiences (Blackstone 2012). They move, therefore, from data to theory, or from the specific to the general. Figure 3.1 outlines the steps involved with an inductive approach to research.



Figure 3.1: Steps of the Inductive Approach (Source: Blackstone 2012:42).

In an inductive study, Ferguson, Kim and McCoy (2011) looked at research on enhancing empowerment and leadership amongst homeless youth in the community environment. Empirical data was analyzed in order to better understand how to meet the needs of homeless youth. The researchers analyzed data from focus groups with 20 young people at a homeless shelter. From the data they gathered, they drafted a set of recommendations for people or organizations that may be interested in offering help to the homeless youth. The researchers also developed hypotheses for anyone who might show interest in conducting further investigation on the topic. Ferguson *et al.* did not test the hypotheses that they developed from their analysis. Their research study

ends at the point where most deductive investigations start; that is with a set of testable hypotheses (Ferguson *et al.* 2011).

A deductive research approach explores a known theory or phenomenon and tests if that theory is valid in particular situations. It can be said that the deductive approach follows the path of logical reasoning. The reasoning begins with a theory and leads to a new hypothesis. This hypothesis is tested by challenging it with observations that either point towards a confirmation or a rejection of the hypothesis. Furthermore, deductive reasoning can be explained as reasoning that moves from the general to the particular, whereas inductive reasoning is the opposite. The deductive approach, therefore, involves the formulation of hypotheses and the process of testing those hypotheses during the research process, whilst the inductive approach does not deal with hypotheses at all (Blackstone 2012).

Figure 3.2 shows the process of the deductive approach, where the researcher formulates a set of hypotheses at the start of the research. Thereafter, relevant research methods are chosen and applied to test the hypotheses to prove them right or wrong and then finally confirm or reject the theory.

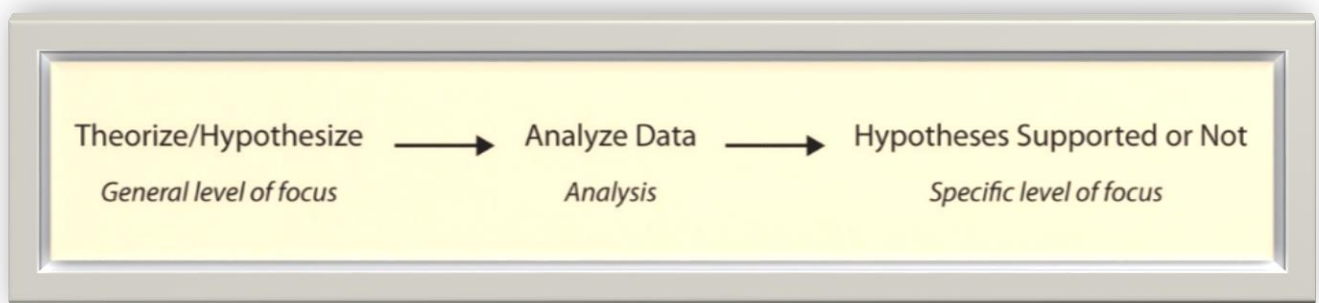


Figure 3.2: Steps of the Deductive Approach (Source: Blackstone 2012:43).

McMillan (2012) maintain that qualitative researchers do not create hypotheses and gather information to prove or disprove them (supposition). Instead, the process involves collecting the information first and then producing it inductively to make

generalisations, models, or frameworks. Conclusions are generated on the ground from the involved participants. Conclusions, therefore, are generated from the bottom up, rather than the top down (McMillan 2012). This approach is important as the qualitative researcher wants to create new ways of understanding as opposed to being limited to predetermined hypotheses which may limit the information that must be collected and may cause an element of bias.

This approach will afford the researcher an opportunity to obtain detailed in-depth knowledge and understanding of how teachers experience the current curriculum changes and how the changes impact on teaching practices. Because the research has employed a mixed-method study, the deductive approach will also be used to help in reaching a logical true conclusion. The deductive and inductive approach can complement one another in that it affords the researcher an opportunity to get information from different domains. The next section will explain the research paradigm used in the study.

3.3 Research Paradigm

Mertens (2010) defines a paradigm as a person's perspective of the world. It is made up of certain philosophical norms that control people's thoughts and behaviour. Nieuwenhuis (2016b:52) agrees with this definition when pronouncing that a paradigm is *"a list of assumptions or beliefs about central features of reality which shape a particular world view."* It addresses fundamental assumptions taken on faith, such as beliefs about the nature of reality (ontology), the relationship between knower and known (epistemology) and assumptions about methodologies".

This implies that a paradigm is related to the purpose of research. It has to do with whether a researcher intends to prove something, aims to understand something better, to change something or to solve a problem. The study falls within the interpretivist and positivist paradigm because it is a mixed method approach to the research. The paradigms are discussed below.

Johnson and Christensen (2008) point out that an ontological and epistemological characteristic is normally linked to a person's worldview, which is important to the perceived relative importance of the aspects of reality. Two possible worldviews are objectivistic and constructivist. These different ways of seeing the world have consequences in different areas, with none of these views considered to be superior to another. Both may be suitable in some areas but inadequate or excessively complicated in other areas. In addition, a person may change his or her view depending on the situation (Johnson & Christensen 2008).

Johnson and Christensen (2008) further posit that the interpretive paradigm aims to explain the subjective reasons and meanings that lie behind social action. The aim, however, is not to create a new theory, but rather to judge or evaluate, and make interpretive theories. Carcary (2009) argues that the interpretivist research paradigm puts an emphasis on qualitative research methods which concentrate on the understanding of complex issues. In the positivist paradigm the idea is to separate the facts from opinion (Charmaz 2014). Positivists keep their opinions out of the research in order to avoid affecting the results.

Briggs (2011) holds the view that reality in interpretivism can be viewed from different perspectives and that the way people make meaning of reality depends on the context in which they live. Therefore, interpretivism is a construct in which people understand reality in different ways. The motivation for using this method is to evaluate how participants in their school context make meaning of the curriculum and the challenges it brings to teaching and learning. Therefore, the researcher can gain understanding into participants' perceptions and how they view a particular phenomenon. The justification of using the positivist paradigm, furthermore, is to ensure that the researcher remains impartial and not bias. The positivists maintain an objective view and believe that this detachment from the objects of the study establish the strength of their research design and findings (Charmaz 2014). The following section will detail how the study will gather information by looking at the design and methodology.

3.4 Research Design and Methodology

This section draws attention to the research design and methodology used in this research. McMillan (2014) indicates that the aim of a research design is to identify a plan for producing factual evidence that will be used to answer the research questions. Since there are diverse research questions and many kinds of research designs, it is crucial to combine the questions to the relevant design.

The general plan links the conceptual research problem to the relevant practical research, as it states the data that is needed, the methods that must be used to collect and analyse the data and how this will assist in answering the research questions. In this study the research questions were addressed by looking at the experiences of Foundation Phase teachers in teaching the CAPS curriculum.

The study used a mixed methods research design for the collection, analysis and interpretation of data. A mixed method research design uses both quantitative and qualitative research design. The quantitative research design allowed the researcher to specify the phenomena under study and to quantify the relationships between variables in the study. The variables include gender (male or female), age and total number of years of teaching experience. The qualitative research allowed the researcher a flexible and interactive approach with the participants, thereby enabling detailed, in-depth and meaningful responses.

McMillan (2010) points out that the use of both quantitative and qualitative research design in one study is called triangulation. Fraenkel and Wallen (2010) indicate that there are three types of triangulations; namely, concurrent triangulation, sequential explanatory triangulation and the sequential exploratory triangulation. The researcher used sequential explanatory triangulation in this study. As defined by McMillan (2010), Sequential explanatory triangulation involves administering the questionnaire (quantitative) first, and then conducting the interviews (qualitative) as a follow-up to enhance the quantitative results.

A sequential explanatory triangulation comprises of two stages. The first stage of the research is quantitative and the second is qualitative. The first stage focuses on the quantitative which is aimed at investigating the research phenomenon using a research instrument in the form of questionnaires with closed items based on the seven-point semantic differential scale. This research instrument afforded the researcher an opportunity to ask identical questions to a wide range of participants, in the same close-ended format. The purpose of the questionnaire is to quantify the perceptions and views of a specific population through the collection of numerical data. The key advantage of the quantitative method is that it offers valid comparison of the answers of the participants in the research setting (McMillan & Schumacher 2010).

The second stage of the research adopted the qualitative method of research. This stage allowed the researcher to acquire rich, in-depth data through face-to-face interviews with relevant participants in their natural school settings. Leedy and Ormord (2013) posit that the qualitative data gathered and analysed helps to explain or clarify the quantitative results attained in the first stage. During the interviews the selected participants can give detailed descriptions and accounts of the phenomenon being investigated. They can elaborate and provide rich information according to their own perceptions or point of view.

The motivation for using this approach is that the quantitative data gathered together with its analysis only provided a general understanding of the research problem (McMillan 2012). Using multiple approaches provides different insights that allow a deeper understanding of the phenomenon under investigation. Therefore, the quantitative and qualitative approaches are considered to complement one another as the quantitative findings provide statistical evidence which informs and supports the richness of the qualitative findings.

Figure 3.3 provides a graphic model of the sequential explanatory mixed method design used in the study.

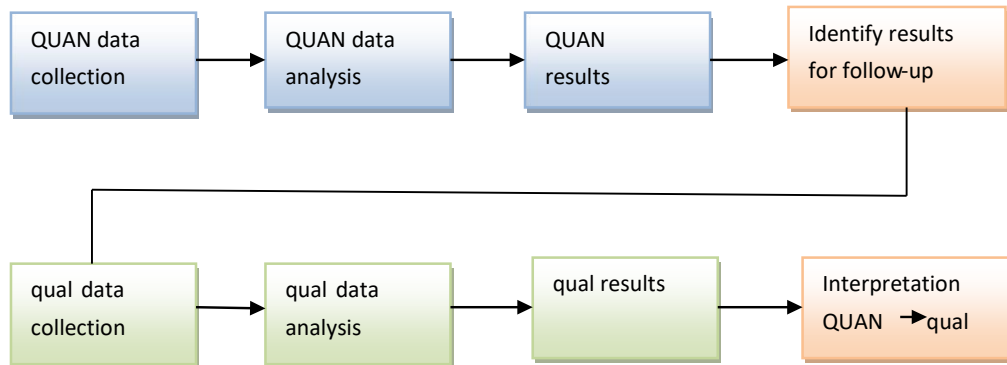


Figure 3.3: Sequential Explanatory Design (Source: Creswell 2012:541).

3.4.1 Quantitative Research Design

Punch (2011) is of the view that, quantitative research is not a natural process and does not study people in their natural environment, without situations being artificially controlled in order to undertake the research. Meyers (2013) argues that quantitative researchers put emphasis on numbers more than anything else, and statistical equipment and programmes are used to analyse the data. The research is usually reduced to measurement in numbers and attitudes measured by using rating scales (Meyers 2013). For the purpose of this study, the descriptive method was used for the quantitative design, and the phenomenological method was used for the qualitative design. The first stage of the sequential explanatory design, the quantitative research design, is discussed next.

3.4.1.1 Descriptive Research Design

Leedy and Ormord (2010) posit that descriptive research designs describe phenomena and observe relationships between phenomena without any straight forward

manipulation of conditions experienced. McMillan and Schumacher (2010) concur and include that descriptive research focuses on assessing relationships between phenomena and describe the level to which two or more quantitative variables are related. When a connection is found, scores within a particular range on one variable are associated with scores within a particular range on another variable. The researcher found the descriptive research design appropriate for this study as it aims to describe the present conditions of the challenges faced by teachers in curriculum implementation. The descriptive study will provide information on the experiences and perceptions of teachers regarding the use of CAPS in classrooms. The hypothesis was tested using inferential statistics, which are discussed further in this chapter.

Blumberg, Cooper and Schindler (2008) mention that descriptive research describes a particular condition, providing a correct depiction of the characteristics of a situation or phenomenon being researched. Creswell (2009) is of the view that the descriptive method outlines the condition as it takes place during the time of the research study and discovers the causes of a particular situation or condition. Johnson and Christensen (2008) argue that the aim of the descriptive method is not in discovering cause-and-effect relationships between and amongst the variables being studied, but in describing the variables that exist in a particular situation and how to describe the relationships that exist between those variables. The second stage of the sequential explanatory design, the qualitative research design is discussed below.

3.4.2 Qualitative Research Design

Gay, Mills and Airasian (2011) point out that qualitative research offers a comprehensive description and analysis of the quality of the human experience or explanation of social phenomena. According to Leedy and Ormord (2013), the aim of qualitative research is to understand phenomena in terms of the meanings people bring to them. A holistic perspective is used which preserves the complexities of human behaviour. The purpose of qualitative research is to assist human beings in understanding the social world in which they live and why things are the way they are. The next section outlines the

qualitative research design used in the study, namely the phenomenological research design.

3.4.2.1 Phenomenology Research Design

As defined by Johnson and Christensen (2012:382), “*phenomenology refers to the description of one or more individual’s consciousness and experience of a phenomenon, such as the death of a loved one, viewing oneself as a teacher, the act of teaching, the experience of being a minority group member, or the experience of winning a soccer game*”.

Fraenkel and Wallen (2010) concur with this definition when they proclaim that phenomenology is a research method of analysis in which the researcher discovers the origin of human practices about a phenomenon as narrated by participants. Phenomenology aims to provide a description of the crucial foundations of a phenomenon.

The phenomenological method is predominantly effective at conveying the experiences and insights of participants from their own perspectives (McMillan 2012). Phenomenological research requires that participants describe their experiences according to the way they perceive them (Fraenkel & Wallen 2010). Phenomenological research begins with the recognition that there is a gap in our knowledge and that clarification and highlighting of certain phenomena will be beneficial (Gay *et al.* 2011). Phenomenological research, according to Leedy and Ormord (2013), does not essentially provide fixed explanations but it does increase awareness and understanding.

Therefore, this study adopted phenomenology in order to gain information on the perceptions of teachers with regard to the challenges they experience in teaching of the CAPS curriculum. Phenomenology as a qualitative methodology helps researchers

understand the phenomena in-depth as detailed information is gathered in the real-life setting and context of the participants over a period of time. Furthermore, it emphasises the perceptions and feelings of participants. In order to achieve the aims and objectives of the research study, the data needed to be collected by means of data collection instruments as outlined in the next section.

3.5 Population and Sample

There are nine provinces in South Africa, one of which is the Free State province. This province is made up of five district municipalities, namely Fezile Dabi, Motheo, Xhariep, Thabo Mofutsanyana and Lejweleputswa in which the research was conducted. The study was conducted in the following school clusters that make up the Lejweleputswa education district Welkom, Virginia, Hennenman, Allanridge, Odendaalsrus, Bothaville and Theunissen.

3.5.1 Population

The following section is a discussion of the population and sample. The population is the bigger pool from which the sample elements are chosen, and to which the researcher wants to generalize the research findings (Durrheim and Painter 2010). The selected population of the research study is Foundation Phase teachers in the Lejweleputswa district. As the population is too large it will not be possible to gather data from each individual and therefore a sample of the population was selected. The results acquired from the sample population were used to make generalities about the entire population (Leedy & Ormrod 2013).

3.5.2 Sample

A sample is a small group from the population and is comprised of the persons who take part in the research study. Sampling is a vital element of research as it is typically not possible to study entire populations (Springer 2010).

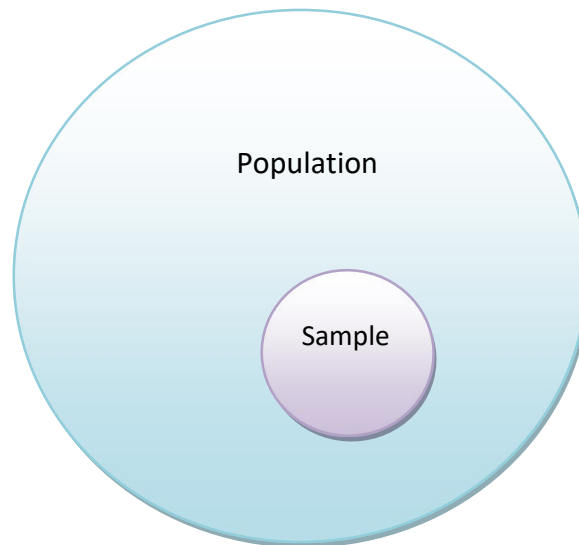


Figure 3.4 Population and Sample (Source: Creswell 2012:142).

The sample of the study is 200 educators in selected schools in the Lejweleputswa district. The study employed both probability and non-probability sampling. *“Probability sampling or representative sampling is used in survey with the intention to produce generalizable outcomes in the form of statistical inferences, while non-probability sampling is usually employed in small scale studies”* (Burton, Brundrett & Jones 2008:46). The study uses simple random sampling for the quantitative section and purposive sampling for the qualitative section of the research.

3.5.2.1 Quantitative: Simple Random Sampling

There are two major categories to which sampling methods belong. Maree and Pietersen (2016) define them as probability methods and non-probability methods. Probability methods are founded on the values of randomness and probability theory, while non-probability methods are not. Thus, probability samples satisfy the requirements for the use of probability theory to correctly generalise to the population, while this is not the case with non-probability samples (Maree & Pietersen 2016).

The sampling method used in the study is simple random sampling. In simple random sampling everyone has the same chance of being selected in the research which removes elements of bias (Greener 2011). In simple random sampling each member of the population had an equal chance to be in the sample and respond to the questionnaire.

3.5.2.2 Qualitative: Purposive Sampling

Non-probability sampling involves drawing a sample on the basis of knowledge of a population, its characteristics and the aim of the study (Babbie 2011). Therefore, non-probability sampling entails choosing participants who are typical of a group, who are well-informed and knowledgeable on the subject and who represent diverse perspectives on a particular subject. A total of eight participants were included in the purposive sample of eight primary schools from the research population of 40 schools. One participant was selected from each of the eight schools. Participants were educators who had been in the teaching profession for a long time and had experienced the different curriculum changes in education. These participants were purposively selected as they could provide in-depth information as they possess vast experience and knowledge in the teaching sector and were therefore in a better position to articulate the challenges of curriculum implementation in the Foundation Phase. The participants were selected from the different grades to ensure that all grades from the foundation phase were covered. In addition, participants were chosen based on their availability and their willingness to participate. Therefore, the purposive sampling of these participants can inform an understanding of the research problem.

There is no limit on how many participants should comprise a purposive sample, as long as the sample can provide the required information (McMillan 2012). The researcher can use their own discretion to determine the information required and search for people who are capable, have knowledge, experience and are willing to provide the information required. The reliability of the main research study questionnaire had the same figures as the pilot study questionnaire as the questionnaire was not modified.

There is no limit on how many participants should comprise a purposive sample, as long as the sample can provide the required information (McMillan 2012). The researcher can use their own discretion to determine the information required and search for people who are capable, have knowledge, experience and are willing to provide the information required. The sample of the questionnaire and the interview questions used are provided in the next section.

3.5.2.3 Format of the Questionnaire

Each questionnaire was accompanied by a covering letter which included an explanation of the purpose of the research, a consent form for participation, an advisory of the right of refusal or withdrawal, an assurance of confidentiality and anonymity, and an explanation of the survey instrument and how to complete it. The questionnaire was comprised of closed-ended questions. Closed-ended questions do not allow the respondents to express their independent views, but rather provide fixed responses. The questionnaire for Foundation Phase teachers comprised of eight sections, namely:

- Section A: Biographical data (5 closed items)
- Section B: Role of the teacher in CAPS implementation (10 closed items)
- Section C: Role of the SMT in CAPS implementation (10 closed items)
- Section D: Training and Continuous Professional Development (9 closed items)
- Section E: Assessment of learners (5 closed items)
- Section F: Content knowledge and pedagogy knowledge (12 closed items)
- Section G: Requirements for successful curriculum implementation (16 closed items)

The following is the seven-point semantic differential which was used in the questionnaire:

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

The questionnaire was supplemented with interviews. The following section provides the questions that the participants were asked.

3.5.2.4 Format of the Interview Questions

The interview questions were open-ended and provided the participants with an opportunity to give descriptive responses. The researcher asked the following questions:

1. Teachers' responses to the questionnaire revealed that it was not necessary for the Department of Basic Education to introduce CAPS? Why do you think it was not necessary for the department to introduce CAPS?
2. Teachers' responses also indicate that the introduction of CAPS has created an enormous burden on them as curriculum implementers. Why is CAPS a burden?
3. Why do you think it is difficult and time consuming to implement CAPS in the Foundation Phase?
4. The School Management Teams are not assisting in the implementation of CAPS. What are your expectations of how the SMT must assist you in the implementation of CAPS?
5. Teachers want in-service training, but currently teachers with expertise in CAPS do not offer training to other teachers. Furthermore, teachers do not receive training from curriculum advisors and external curriculum experts. What do you think must be done to correct this?
6. Schools' infrastructure does not provide learners with a safe and healthy learning environment? How does this affect teaching and learning?
7. What role do you expect parents to play to contribute to the successful implementation of CAPS?
8. There is a lack of teaching and learning support material. How does this affect teaching and learning? What do you think must be done to correct this?
9. What other challenges do you experience when you implement CAPS?
10. What should be done to address these challenges?

3.6 Data Collection Procedure

Data collection is the gathering of information in order to address the research problem. Creswell (2009) describes data collection as the accurate, orderly gathering of information related to the aims and objectives of the research as well as to questions and hypotheses of the study. The research instruments used for data collection were closed-ended questionnaires and semi-structured interviews. The data collection tools for the study are discussed below.

3.6.1 Quantitative Research Design Data Collection Instrument

3.6.1.1 Questionnaire

A questionnaire is a research instrument used to gather data. Johnson and Christensen (2012) describe a questionnaire as a tool that research participant complete during a research study. Researchers use questionnaires in order to acquire information about the opinions, feelings, attitudes, views, values, perceptions, and the behaviour of research participants.

Questionnaires are used to ask participants the same set of questions in a specific pre-arranged format (Gray 2009). McMillan and Schumacher (2010) argue that a questionnaire is the most popular tool for gathering information from participants. It is cost effective, has the same set of questions that participants must respond to and can ensure anonymity and confidentiality. Questionnaires can reach a vast number of respondents in different locations, are standardised and can be written for specific purposes.

As a data collecting instrument, the questionnaire could either be structured or unstructured. The structured format contains prompted questions with predefined answers. The study made use of the structured questionnaire (Appendix D) to allow participants to choose amongst the possible answers the one that best represents their perceptions and experiences of challenges they experience in CAPS implementation. A

total number of 200 questionnaires were distributed to 40 selected primary schools in the Lejweleputswa district and all of them were returned and usable.

The documentation delivered to the schools had the following items:

- Covering letter to the principal. The covering letter to the principal requested that permission be granted to conduct the research at his or her school. It explained the purpose of the study and ensured confidentiality of research participants (Appendix B).
- A letter from the Free State Department of Education, affording the researcher permission to conduct research at the selected primary schools in the Lejweleputswa district (Appendix A).
- Covering letter to the teachers equally explaining the purpose of the study, guaranteed confidentiality and consent form that must be signed when participants agree to partake in the research study (Appendix C).
- The questionnaire had eight sections. Section one had five items, requesting the biographical information of the teachers. The rest of the sections were divided into different topics or themes to gather information of the teacher's perceptions on the curriculum challenges. This information was sought using a seven-point semantic differential scale (Appendix D).
- Information sheet with research questions (Appendix E)

The researcher visited the schools and met with the principals to discuss the research and explain its aims and objectives. The questionnaires were handed to the head of departments (HODs) who distributed them to the teachers. Arrangements were made with HODs to collect the questionnaires and conduct interviews. In order to produce the desired information from the participants, a questionnaire should be constructed properly. The next section focuses on the construction of a questionnaire.

The following are the key principles which were followed when the questionnaire was constructed.

Firstly, the researcher ensured that the questionnaire items matched the content of the literature reviewed. The purpose of the questionnaire items is to gather information that will answer the research questions of the study. Johnson and Christensen (2012) explain that when the main goal is to explore the research topic, questions should be comprehensive and wide-spread so as not to miss an important concept that the research participants think is relevant. Hence, the researcher developed a comprehensive questionnaire with different sections covering the varying concepts of the literature content. For example, the first questionnaire item in Part B of the research questionnaire aims to find out what the views of the participants are pertaining to the need for the Department of Basic Education to introduce a new curriculum in the form of CAPS. This questionnaire item is derived from Section 2.6 of the literature review titled 'The need for curriculum change in South Africa'.

Secondly, it is crucial that research questions are formulated in such a way that they will be understood by the participants. The researcher understands the target population and drafted questions that made sense to them (Johnson & Christensen 2012). The researcher also understands that the participants would feel alienated by complex language that is full of jargon and complicated terminology. The participants have tight schedules and feel comfortable to answer questionnaires that use simple, clear, and easy language. For example, questionnaire item number seven from Section C of the questionnaire is worded "I can implement CAPS with confidence in my classroom". This indicates that the researcher understands the participants because the questions are formulated in a straight-forward, easy to understand language that promotes engagement from the participants.

Thirdly, all questions were clear, precise and relatively short. As each item in the questionnaire is measuring something, it is important for them to be clear and precise. The consequence of questions that are not clear is that they can produce confusion and the information obtained will therefore not be valuable and beneficial for the research purpose (Johnson & Christensen 2012). The researcher adapted the wording of the research questionnaire and made it clear and precise. An example of a short, clear and precise question is questionnaire item number eight from Section E of the questionnaire

that states, “Curriculum advisors offer us on-going training in CAPS”. This question is not ambiguous but clear, short and straight to the point.

Fourthly, the researcher did not ask leading or questions that direct participants to answer in a particular way. A leading or loaded question does not provide proper results as it is full of bias. A loaded question is not fair as it is worded in such a way that it suggests a certain answer (Johnson & Christensen 2012). The researcher ensured simple questionnaires that do not prompt certain answers to avoid being biased. The intention of the questionnaire items is not to mislead the participants by asking loaded questions, but rather the researcher asks questions that are direct, such as questionnaire item number fifteen of Section H which states “I have adequate teaching support material”. The question is not leading, it just requires a straight forward response in order to determine the perceptions of the teachers as the participants.

Lastly, double-barrelled questions were avoided. Double-barrelled questions combine two or more issues in a single item. An example of such a question is: “Do you think that teachers should have more contact with parents and school administrators?” In such cases it is difficult to measure the response because the question is asking two separate issues in a single item (Johnson & Christensen 2012). The researcher ensured that the questionnaire items requested responses for only a single issue in order for the responses to be correctly measured. For example, questionnaire item number two in Section G of the questionnaire is worded: “My curriculum advisors have content knowledge” and questionnaire item number three in the same section reads: “I have content knowledge for all subjects I teach”. The concept being asked in the two questionnaire items relates to content knowledge but have been asked separately so as not to confuse the participants because the aim is to gather meaningful information from the participants. The separate responses will provide a holistic picture of the issue under study and make it easy for the responses to be measured.

After discussing the structured questionnaire as the data collection instrument for the first stage of the sequential explanatory design, the attention will be on the data collection instrument of the second stage, namely the semi-structured interview.

3.6.2 Qualitative Research Design Data Collection Instrument

Qualitative researchers use a combination of approaches to gather information from participants. These include: observation, interviews, artefacts, documents and other supplementary techniques (Creswell 2009). Semi-structured interviews were used with the Foundation Phase teachers who participated.

3.6.2.1 Interview

Interviews were conducted to gather qualitative data (Appendix E). A research interview is a conversation between two people initiated by the interviewer with the aim of obtaining information that is relevant to the research. The interview will concentrate on the content stated by the research objectives, orderly description, prediction, or explanation. The purpose of the interview is to gather information that has a direct link to the research objectives, to test hypotheses or suggest new ones, or in combination with other methods in a research undertaking (McMillan & Schumacher 2012). The latter was the case in this study.

Interviewing is a data-collection tool which normally entails the researcher asking questions and the participants providing answers to the questions asked. In this process the participants must feel free to answer questions in their own words and provide in-depth information (McMillan & Schumacher 2012). The rationale of using interviews is to elicit in-depth accounts from participants in order to obtain more information that will aid in answering the research questions. The interview process can be controlled by the researcher and probing can be used to encourage the participants to share their experiences and opinions.

The advantage of interviews is that they can be used as a follow-up to certain questions raised by quantitative data or by the responses of participants to the questionnaire

(Fraenkel & Wallen 2010). Gay *et al.* (2011) mention that qualitative interviews may be used either as the main strategy for data collection or in combination with observation, document analysis, or other strategies. All interview questions were related to the questionnaire as the researcher wanted to triangulate the responses. Triangulation will be discussed in detail at a later stage.

Leedy and Ormord (2013) specify that interviews can either be highly structured, semi-structured or unstructured. Structured interviews consist of the interviewer asking the participants the same questions in the same manner. In a semi-structured interview, the researcher has a list of set questions or specific topics to be covered. This is typically known as the interview guide. The interviewee does, however, have a great deal of freedom in how to respond (Creswell 2012). McMillan (2012) posits that interview guides guarantee that limited time is used optimally, make interviewing numerous participants more methodical and comprehensive; and help to keep interviews focused.

The study has used semi-structured interviews and made use of an interview guide (Appendix E) which has a list of questions to be asked. The format used was open-ended interview questions which provided the participants an opportunity to give descriptive responses. The questions focused on the research topic and were phrased in simple and ordinary language to encourage participation from the respondents. The interviews took place in the school environment which is important as it ensures that the participants remain comfortable and relaxed which assists questions being answered freely and in more detail. This detailed information is necessary to answer the research questions.

The interview process was explained thoroughly and time was allocated at the beginning of each interview to create a connection and understanding with the participants, as the researcher wanted to conduct interviews that produced meaningful data (Lichtman 2009). Although the use of the interview guide allows the interviewer to conduct the interview according to the list of questions, Gay *et al.* (2011) make mention that it is not necessary for the interview to follow the order on the interview schedule.

The interviewer can use their own discretion and if it's appropriate to ask a question earlier than it appears on the schedule, the interviewer may do so if it follows from the participants' response (Fraenkel & Wallen 2010).

Semi-structured interviews have strengths and weaknesses. One advantage is that in a semi-structured interview one can use an interview guide. An advantage of an interview guide is that it gives the interviewer, particularly beginner interviewers a clear set of guidelines to follow and ensures that all relevant data is not forgotten (Lichtman 2010). The disadvantage of semi-structured interviews is that the interviewer's presence may present responses that are bias. The participants may answer questions the way they think the interviewer wants them to or they might feel uncomfortable when they are asked sensitive questions. Also, unlike in questionnaires which allow for participants to be anonymous, this is not the case in an interview set up. The interview process is a face-to-face arrangement. This might to a certain degree influence the participants' responses.

The preparation and structure of interviews was handled as follows:

- The Free State Department of Basic Education granted permission for research to be conducted at selected primary schools in the Lejweleputswa district (Appendix A).
- Potential participants were contacted and the interview dates were negotiated with the participants of the eight primary schools taking part in the interview process.
- Those willing to participate were given an information sheet containing interview questions (Appendix E).

Before the interview process started, the participants were given a full explanation of what the interview will entail and were provided an opportunity to ask questions about the process before the start of the interview. The participants were made aware of their right to withdraw from the interview process at any time if they wished to do so. Verbal consent was also received from the participants to allow for audio recording of the

interviews. Briggs (2012) notes that recording the interview sessions guarantees that the richness of the individual statements is not lost and that answers can be preserved.

Nieuwenhuis (2016a:94) identifies some key elements to successful interviewing as:

- Reproducible: meaning a different person can use the same topic guide to produce similar information. The researcher detailed the research process by explaining the research methodology, the justification of it and the literature reviewed on the phenomenon under study. All these elements promote the concept of being reproducible as another researcher can do something similar on the topic.
- Credible: the questions posed and the manner in which they are posed should be realistic in producing valid interpretations of phenomena. The researcher posed questions in the form of a questionnaire to obtain valid information from the participants and used interview questions to obtain more information that would correlate and elaborate on the questions posed in the questionnaire.
- Transparent: the methods used should be clearly drafted so that it is clear as to how the data was collected and analysed. The researcher documented how the mixed-method approach was used and the reasons thereof, as well the data collection techniques and analysis. This ensured transparency of the entire research process.

3.7 Pilot Study

Thomas (2009) explains that a pilot study is research that is led on a considerably smaller group of research participants in order to prepare for research on a larger group of participants. The purpose of a pilot study is to improve on and adapt changes to the research methods or to examine the effectiveness of the chosen research method. Gray (2009) emphasises that conducting a pilot study is essential in ensuring that questions are accurate, unambiguous and simple to complete.

In the pilot study, the questionnaire as a quantitative research tool was used to gather information from the small group of 200 Foundation Phase teachers who had similar characteristics as the population which would be studied. The return rate of the questionnaires was 100% with all questionnaires correctly completed and usable. The purpose of the pilot study was to check for the feasibility of the research questionnaire and to determine if the questionnaire items provided clarity and validity. Therefore, during the pilot study the researcher tested the questionnaire to ensure that it was feasible to achieve the desired results (Bryman 2008). The Cronbach's alpha of the pilot study was .97. This value suggested very good internal consistency and reliability for the questionnaire. Furthermore, all questionnaire items loaded .5 or more, hence the final questionnaire did not differ from the pilot study's questionnaire. The following section highlights how the quantitative and qualitative data were analysed.

3.8 Data Analysis Techniques

In quantitative research, data analysis is regarded as the technique by which researchers change data to a numerical form and subject it to statistical analysis (De Vos, Strydom, Fouche, & Delport, 2011). Qualitative data analysis is mainly an inductive process of organising data into categories and identifying patterns and relationships among categories (McMillan & Schumacher, 2010).

3.8.1 Analysis of Questionnaire Data

Wilson (2009) mentions that a quantitative approach focuses on the use of measurements and numbers to help form and test ideas. It usually involves summarizing numerical data and or using them to look for differences and associations between sets of numbers. Data from the questionnaires was captured in EXCEL and thereafter analysed by the Statistical Packages for Social Sciences (SPSS) Version 22 software programme. Descriptive and inferential statistics such as frequency tables, percentages and correlation were used in the data analysis and summaries. As described by Gravetter and Forzano (2009:69), *"Simple tests of association were used to identify*

relationship between variables including frequencies". The questionnaire was designed in such a manner that the coding of the questionnaire followed a simple pattern. The questionnaire was properly designed and pre-coded to simplify data entry into an excel spreadsheet. The data collected was analysed using descriptive and inferential statistics which will be discussed in the next section.

3.8.1.1 Descriptive Statistics

After the information had been collected and captured on a computer as numbers in the form of data, the analysis process started with descriptive statistics. *"The term descriptive statistics is a collective name of a number of statistical methods that are used to organise and summarise data in a meaningful way"* (Pietersen & Maree 2016a:204). Descriptive statistics are used to make sense of observations by summarising them numerically (McMillan & Schumacher 2010).

Pietersen and Maree (2016a) describe how the data is organised in variables as each question on the questionnaire is characterised by a variable. This variable is depicted in a numerical form and has a scale on which it is measured. The variable is represented numerically by means of frequency distribution and an analysis conducted on how frequently a variable appears. In such a distribution the different response categories of the variable is shown together with the frequency (number) of respondents and are normally depicted by a percentage of the sample size, in each of the different categories. In this study, the nominal, ordinal, frequency and mean were used.

The nominal scales were used to categorise the participants according to their ages, gender, teaching experience, the number of learners in class and qualifications. Metric scales were used to rank teachers' responses in the questionnaire on their opinions and experiences (Leedy & Ormrod 2013). Further, as stated by McMillan (2012:120), *"the frequency tabulated a collection of variable data from a sample by merging together into more manageable units and the mean or average score for the educators' responses*

were *tabulated*”. For this study the data collected was analysed through the mean, median and standard deviation. The section to follow discusses the inferential statistics.

3.8.1.2 Inferential Statistics

As already indicated in descriptive statistics, researchers attempt to describe the numerical characteristics of their data. Pietersen and Maree (2016b) argue that inferential statistics rely on probability theory. Creswell (2010) defines inferential statistics as statistics that permit scientists to make conclusions about the property of the population of numbers from which the sample came. In inferential statistics researchers use the laws of probability to make inferences about populations based on the sample data. Researchers aim, therefore, to estimate the characteristics of populations based on their sample data.

The Pearson product-moment correlation coefficient (r) was used to test the strength and direction of the linear relationship between the Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement. An independent-sample t-test was used to compare the mean scores of teachers with and without professional teaching qualifications in the Foundation Phase in the implementation of the curriculum and assessment policy statement. In addition, Analysis of variance (ANOVA) was used to compare various groups of Foundation Phase teachers.

3.8.2 Analysis of Interview Data

Data collection was conducted during the interview sessions using an audio recorder. The data was then studied after each interview, analysed, and interpreted into themes to lay the basis for codification (McMillan & Schumacher 2010). After the data was coded and summarised, the researcher searched for associations amongst the groupings and patterns that suggested generalisations, replicas, and deductions (McMillan 2012). The researcher interpreted the findings inductively, produced the information, and illustrated

implications. McMillan (2012) points out that the researcher basically discloses what he or she has discovered and what it means. The data was analysed by dividing the transcripts into specific statements, grouping the statements based on perceptual ideas on curriculum challenges and then bringing all the statements together to create a general description of the curriculum challenges under study. The features of research tools; namely reliability and validity are discussed next.

3.9 Reliability and Validity of the Research Instruments

A measurement tool can be judged on a variation of qualities. Clearly, all instruments have strengths and weaknesses. Therefore, measurement tools should be judged on the following practical characteristics, namely reliability and validity (Bryman 2008).

3.9.1 Reliability of the Questionnaire

Bryman (2008) refers to reliability in quantitative research as the consistency of measurement by the same instrument which should produce identical results on different occasions. It is the level of consistency of the data collected by the same or a similar instrument at different times. In this study the questionnaire was expected to produce the same results in the various contexts in which it was administered. Furthermore, the study used internal consistency to ensure that the questionnaire items are measuring the same thing by ensuring that items on the questionnaire are consistent with the literature reviewed and the research questions. The questionnaire items, therefore, cover the theory and concepts presented in the research study. In the study both the questionnaire and interview questions covered all aspects into the investigation of the challenges experienced by Foundation Phase teachers in curriculum implementation. The reliability of the questionnaire was .97 Cronbach's alpha, which is considered excellent internal consistency reliability.

3.9.2 Validity of the Interview

In order to ensure validity, a research instrument must measure exactly that which it is supposed to measure (Gray 2009). Validity of the interviews was achieved by using an audio recorder to record the interviews. The data from the recordings was written verbatim after listening to the recordings, ensuring that accurate interview information is gathered. Recording of the interviews helped the researcher to avoid selective noting of information which could result in subjectivity or bias. During the interview process, the researcher made notes of the participants' emotions, gestures and levels of emphasis that were displayed.

Validity in qualitative research refers to the trustworthiness of the research, and its ability to be defended when challenged. Gay *et al.* (2011) define trustworthiness as the way in which the researcher is able to persuade the readers that the findings of the study are of value and deserve to receive attention. Trustworthiness of qualitative research includes elements such as credibility, transferability, dependability and conformability.

3.9.3 Credibility

McMillan (2012) posits that credibility is the extent to which the data, the data analysis, and conclusions are accurate and trustworthy. In the study, credibility was attained through triangulation. Triangulation is a process which employs several perceptions to clarify meaning and verify the repeatability of an observation or interpretation (Creswell 2012). Triangulation was applied when the qualitative data (interviews) were used to clarify results from the quantitative data (questionnaires). Triangulation of data implies that information is sourced from various avenues to provide a holistic picture of the phenomenon under study.

3.9.4 Transferability

Transferability is related to whether the findings can be transferred to other situations (McMillan 2012). Kumar (2014) admits that it is challenging to achieve transferability but makes mention that it can be achieved by extensively and systematically describing the process used by the researcher so that other researchers are able to follow and duplicate the process. The researcher achieved transferability by using detailed descriptions of the information that emerged from the interviews to allow for the possibility of the data to be transferred to other similar school settings or to allow for comparisons with the population or other schools of interest.

3.9.5 Dependability

Gay *et al.* (2011) define dependability as the consistency between the data and the findings. This relates to a clear and in-depth explanation of the research process undertaken. The researcher explained in detail the methods of data collection used, how the analysis was done and how the data was interpreted. Motivation is provided on the different decisions taken at different stages of the research process.

3.9.6 Conformability

Kumar (2014) describes conformability as the degree to which the results could be confirmed or validated by others. The researcher ensured conformability by documenting the procedures used during the research process to ensure that there is evidence of how the data was gathered and the reasons for the methodology used. The researcher guaranteed that the data and findings were not merely a fabrication but that the data provided was true and accurate. This assists in establishing whether a researcher has been biased or not. The researcher has also ensured conformability by keeping a record of all the documentation utilised during the research process.

3.10 Ethical Considerations

In order to conduct the study ethical clearance was obtained from the university (Appendix F). The Free State Department of Education approved for the researcher to

conduct research in the Lejweleputswa district (Appendix A). Written confirmation was therefore acquired before the research started. Principals of the participating schools were approached and informed about the study and its purposes (Appendix B). Participants were given written information about the research and then gave written informed consent to participate and to be recorded before the study began (Appendix C).

Participants were also informed about their autonomy and rights to privacy. As part of their autonomy, they were informed that their participation was voluntary and that they could withdraw from research study at any stage during the study without any negative repercussions. Protection against any possible harm was guaranteed. In keeping with the principle of non-maleficence, confidentiality and anonymity was guaranteed.

3.11 Limitations of the Research

Limitations of this study are factors that may affect the study over which the researcher does not have control. This study was limited to only one district, namely the Lejweleputswa district, of which 40 schools mostly in quintile 1 and 2 participated. The research findings cannot be generalised to all schools in the Free State province because of the different socio-economic backgrounds.

The study used a mixed-method approach, using questionnaires and interviews as tools to gather information. Qualitative research emphasizes a phenomenological model in which several realities are firmly embedded in the subjects' insights (McMillan 2012). Therefore, results cannot be generalised because subjects are not identical and their views or perceptions are also not identical. In this way, the study is not representative of all Foundation Phase teachers in South African primary schools.

As it has already mentioned the interviewees were purposively sampled because the researcher assumed that they were essentially knowledgeable on the subject matter.

However, McMillan (2012) describes the limitation of this method of sampling in that it is not easy to generalize to other subjects, it is less representative of a recognized population and the results are reliant on unique features of the sample.

3.12 Chapter Summary

In this chapter the researcher provided motivation for using the mixed-method approach of sequential explanatory design. The researcher also explained sampling methods, data collection procedures and data analysis. The next chapter provides an analysis and interpretation of the research findings.

CHAPTER 4

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter provides an analysis of the data obtained from the questionnaires and the interviews respectively regarding the challenges that Foundation Phase teachers have experienced in trying to implement CAPS in their classrooms. The analysis of the quantitative data is in two sections. The first section provides descriptive statistics whilst the second section provides inferential statistics.

The descriptive statistics accentuate the experiences of Foundation Phase teachers in the implementation of CAPS. Categorical scales were used to sort the participants according to their gender, ages, teaching experience, qualification and number of learners in the class. A continuous scale was used to measure teachers' views on the challenges they experience when they implement CAPS. An inferential statistical technique, namely the Pearson product-moment correlation coefficient, was used to explore the relationship between Foundation Phase teachers' views and their perceived implementation of the curriculum and assessment policy statement. Thereafter, t-test and analysis of variance were used to assess the differences amongst different groups of Foundation Phase teachers.

Leedy and Ormrod (2015) suggest that descriptive statistics is used to determine points of central tendency in the data as well as variation of data from the mean. The points of central tendency that were used to analyse the descriptive data were the mean (M) and median (MD). Standard deviation (SD) was used to measure data dispersion.

4.2 Presentation and Analysis of Quantitative Data

This section presents and analyses quantitative data. It starts by providing descriptive statistics data before inferential statistics data.

4.2.1 Presentation and Analysis of Descriptive Statistics

The following paragraphs show how Foundation Phase teachers implement CAPS. The paragraphs also reveal challenges Foundation Phase teachers experience when they implement CAPS.

4.2.1.1 Biographical Details of the Teachers

The following table presents the biographical details of the teachers who responded to the questionnaire.

Table 4.1: Biographical Details of the Teachers

N=200

Personal Items	% Respondents According to Category		% Total
A1. Gender	Male	5 (2.5%)	100
	Female	195 (97.5%)	
A2. Age	20 – 35 years old	39 (19.5%)	100
	36 – 50 years old	80 (40%)	
	51 + years old	81 (40.5%)	
A3. Teaching Experience	1 – 5 years	38 (19%)	100
	6 – 21 years	81 (40.5%)	
	22 – 37 years	81 (40.5%)	
A4. Professional teaching qualification in the Foundation Phase	Yes	136 (68%)	100
	No	64 (32%)	
A4. Number of learners in class	5 – 35 learners	53 (26.5%)	100
	36 – 40 learners	61 (30.5%)	
	41 – 60 learners	86 (43%)	

The Foundation Phase is dominated by female teachers with a percentage of 97.5% whilst male teachers make up 2.5%. This can be attributed to the characteristics of female teachers as being more loving and caring compared to their male counterparts.

Female teachers have more of a motherly instinct and do well in teaching young learners. They are more patient and tend to enjoy working with young learners, and have a temperament that is suited for working with children.

The numbers of middle aged (36-50 years old) teachers and older teachers (51 years and older) are almost the same equalling 80 and 81 respectively. This shows that the Foundation Phase is predominantly taught by middle-aged and older teachers. There is a very small percentage of young teachers in the Foundation Phase, only 19.5%. It is possible that younger teachers are more attracted to working in the intermediate or senior phases. The teaching experience of the majority of the teachers (81%) ranges from 6 years to 37 years.

The number of teachers who have a professional teaching qualification in the Foundation Phase stands at 68% which is a good indication that most of the teachers have the relevant expertise and skills required. Of concern, however is that 73.5% of the Foundation Phase classes have more than 35 learners. This implies that most classes are overcrowded which may impact on the implementation CAPS.

4.2.1.2 Data Presentation and Analysis of the Challenges Foundation Phase Teachers Experience When Implementing the Curriculum and Assessment Policy Statement

The following table presents data on teachers' views about the Curriculum and Assessment Policy Statement.

Table 4.2: Foundation Phase Teachers' Views on the Curriculum and Assessment Policy Statement **N=200**

Questionnaire items		Mean	Median	Standard Deviation
B1	There was a need for the Department of Basic Education to introduce a CAPS.	4.97	5.00	1.99

B2	The Curriculum and Assessment Policy Statement aims to improve the quality of teaching and learning.	5.37	6.00	1.77
B3	CAPS provides descriptions of what must be taught in the Foundation Phase which gives me a clear understanding of the topics that must be covered.	5.52	6.00	1.58
B4	Successful curriculum implementation depends on the extent to which teachers are trained for the implementation.	5.55	6.00	1.63
B5	Decisions on curriculum matters require my involvement as a teacher.	5.85	6.00	1.42
B6	The introduction of CAPS has placed an enormous burden on me as a curriculum implementer.	4.20	4.00	1.99

Analysis of Table 4.2 shows that the highest mean is 5.85, which implies that teachers perceive that decisions on curriculum matters require their involvement. The standard deviation (SD) is 1.42 which shows that a lot of teachers are in agreement that they should be involved when decisions are made on curriculum matters. The second highest mean is 5.55 which relates to training. Teachers are in agreement that in order for curriculum implementation to be a success, extensive training should be done to ensure proper curriculum implementation.

Teachers moderately agree with the first statement that there was a need for the Department of Basic Education to introduce CAPS, as the mean is 4.97. This mean is lower than the median of this statement ($MD = 5.00$). The data is, therefore, negatively skewed. Teachers do not appreciate that the Department of Basic Education introduced CAPS and do not see the need for it. Teachers also moderately feel that the introduction of CAPS has created an enormous burden to them as curriculum implementers ($M = 4.20$). This mean is higher than the median which indicates that this data is also positively skewed. The following table presents and analyses data on the role of teachers in the implementation of CAPS.

Table 4.3: The Role of Foundation Phase Teachers in the Implementation of Curriculum and Assessment Policy Statement N=200

Questionnaire items		Mean	Median	Standard Deviation
C1	I play a critical role as a change agent during the process of education reform.	5.32	6.00	1.65
C2	I find it easy to implement CAPS when I present my lessons.	5.13	5.00	1.73
C3	I need to facilitate changes in the classroom by implementing CAPS.	5.08	5.00	1.69
C4	I find it difficult to implement CAPS when I present my lessons.	3.66	3.00	1.99
C5	My teaching approach is learner-centred.	5.50	6.00	1.66
C6	It is time-consuming to adopt teaching approaches that are learner-centred in the Foundation Phase.	4.48	5.00	2.00
C7	I can implement CAPS with confidence in my classroom.	5.40	6.00	1.65
C8	I have received training to implement CAPS when I teach.	5.28	6.00	1.83
C9	Teaching skills I have match the demands of CAPS.	5.36	6.00	1.66
C10	As a teacher, I should have a say in curriculum changes by being involved in the curriculum development processes.	5.82	6.00	1.51

Table 4.3 reveals that teachers are of the view that they should have a say in processes that involve developing the curriculum ($M = 5.82$). The standard deviation (SD) of 1.51 is not too far from the mean which implies that there is mainly agreement amongst respondents that teachers should have a say in curriculum changes by being involved in the curriculum development processes.

Even though there are challenges with regards to CAPS implementation, teachers have welcomed the new teaching approaches brought on by CAPS which include shifting from the old teaching approach, which was teacher-centred, to the new teaching approach which is learner-centred ($M = 5.50$). Furthermore, teachers do not find it difficult to implement CAPS when they present lessons ($M = 3.66$). This mean is higher than the median of 3.00 which indicates data is positively skewed. The standard deviation is 1.99 which reveals that there is agreement amongst teachers that it is not difficult to implement CAPS in their lesson presentations. It is important to note that teachers do not think that it is time consuming to adopt teaching approaches that are learner-centred in the Foundation Phase ($M = 4.48$). This also confirms the results mentioned above that teachers use new teaching approaches which are learner-centred when they implement CAPS. The table which follows presents and analyses data on the role of the school management team in the implementation of CAPS.

Table 4.4: The Role of the School Management Team in the Implementation of Curriculum and Assessment Policy Statement in the Foundation Phase
N=200

Questionnaire items		Mean	Median	Standard Deviation
D1	The School Management Team (SMT) manages the implementation of CAPS successfully at my school.	5.17	5.00	1.70
D2	The SMT has managerial skills that assist me to implement CAPS efficiently.	4.98	5.00	1.76
D3	The SMT ensures that there is continuous professional development at our school.	5.24	6.00	1.67
D4	I receive support from the SMT when I implement CAPS in the classroom.	4.99	5.00	1.83
D5	Curriculum implementation requires the involvement of the principal.	5.14	6.00	1.88

D6	The principal ensures that I understand what I am doing when I implement CAPS in my classroom.	4.71	5.00	1.96
D7	The principal is responsible for creating an atmosphere of educational excitement at all levels to ensure effective implementation of CAPS at my school.	5.24	6.00	1.89
D8	The SMT recognises good practices when I implement CAPS.	5.07	5.00	1.65
D9	The SMT identifies areas that I need to improve to implement CAPS efficiently.	4.85	5.00	1.73
D10	I receive monitoring and support from the SMT in the context of class visits.	4.99	5.00	1.81

In Table 4.4, teachers are of the view that the SMTs manage the implementation of CAPS successfully in their schools ($M = 5.17$). This mean is higher than the median of 5.00 which indicates that the data is positively skewed. Teachers also agree that the SMTs recognise good practices when they implement CAPS ($M = 5.07$). This mean is also higher than the median of 5.00 which implies once again that the data is positively skewed. Teachers only moderately agree, however, that the principals are doing enough to ensure that teachers understand how to implement CAPS ($M = 4.71$). The mean of 4.85 to the statement that the SMTs identify areas where teachers need improvement in order to efficiently implement CAPS is moderate. This implies that teachers are not provided with adequate opportunities for in-service training and continuous professional development. The following table presents and analyses data on in-service training and continuous professional development.

Table 4.5: In-service Training and Continuous Professional Development of Foundation Phase Teachers **N=200**

Questionnaire items		Mean	Median	Standard Deviation
E1	Training in CAPS is the most viable option of informing teachers about developments in the curriculum.	5.57	6.00	1.51

E2	In-service training in CAPS develops change in my classroom practices.	5.43	6.00	1.44
E3	CAPS training programmes I have attended respond adequately to the changing nature of teaching as required by CAPS.	5.34	6.00	1.50
E4	If I should change my traditional way of teaching when I implement CAPS, I must be provided with ongoing training.	5.58	6.00	1.65
E5	Poor training in CAPS exists, which results in me teaching poorly in my class.	3.54	4.00	1.98
E6	The quality of in-service training in CAPS I have received helps me to address challenges I experience in my classroom.	5.14	5.00	1.62
E7	In my school, teachers with expertise in CAPS offer training to other teachers.	4.55	5.00	1.83
E8	Curriculum advisors offer us ongoing training in CAPS.	4.85	5.00	1.78
E9	Curriculum experts from outside the province offer us ongoing training in CAPS.	3.81	4.00	2.18

Analysis of Table 4.5 indicates that teachers perceive that they should be provided with ongoing training in order to implement CAPS ($M = 5.58$). Furthermore, teachers believe that training is the most viable option of informing teachers about developments in the curriculum ($M = 5.57$).

Poor training in CAPS exists which results in poor teaching ($M = 3.54$). There are no curriculum experts from outside the Free State province who offer teachers ongoing training in CAPS ($M = 3.81$). All means in this table are lower than the medians which indicate that the data for all questionnaire items is negatively skewed. The table below presents and analyses data on the assessment of learners.

Table 4.6: Assessment of Foundation Phase Learners

N=200

Questionnaire items		Mean	Median	Standard Deviation
F1	I assess learners so that I should be able to improve my teaching strategies.	6.08	7.00	1.27
F2	I use formal assessment methods that are advocated by CAPS to ensure accuracy and fairness.	6.11	7.00	1.73
F3	I use informal assessment methods that are promoted by CAPS to ensure accuracy and fairness.	5.97	6.00	1.36
F4	I view assessment as an integral part of the learning process.	6.19	7.00	1.52
F5	My assessment tasks prepare learners for the Intermediate Phase.	5.84	6.00	1.47

Table 4.6 indicates that teachers perceive that the assessment of learners is an integral part of the teaching-learning process ($M = 6.19$). Teachers use formal assessment methods to ensure accuracy and fairness ($M = 6.11$) and they assess learners so that they are able to improve their teaching strategies ($M = 6.08$). The teachers who participated in the study also indicate that assessment tasks prepare learners for the intermediate phase ($M = 5.84$). The table also reveals that informal assessment methods are used less ($M = 5.97$). All means in this table are lower than the medians which indicates that data for all questionnaire items is negatively skewed. This means that teachers are aware of the importance of assessment. Tables 4.7, 4.8, 4.9, 4.10 and 4.11 present data on the requirements for successful curriculum implementation. The following section presents Tables 4.7 and Table 4.8 which offers an analysis of data on content knowledge and pedagogy knowledge respectively.

Table 4.7: Content Knowledge of Foundation Phase Teachers

N=200

Questionnaire items		Mean	Median	Standard Deviation
G1	My content knowledge helps me to implement CAPS successfully.	5.83	6.00	1.37
G2	My curriculum advisors have content knowledge.	5.73	6.00	1.47
G3	I have content knowledge for all the subjects that I teach.	5.62	6.00	1.41
G4	I am confident to teach the content of all subjects in the Foundation Phase.	5.83	6.00	1.40

Analysis of Table 4.7 indicates that teachers perceive that they have the required content knowledge for all the subjects they teach ($M = 5.62$). As such, content knowledge helps them to implement CAPS successfully ($M = 5.83$), teachers believe that they are confident to teach the content of all subjects in the Foundation Phase ($M = 5.83$). Furthermore, teachers perceive that their curriculum advisors also have content knowledge ($M = 5.73$). Data in this table is negatively skewed as the means are lower than the medians. Teachers also recognise that they adopt teaching approaches that are advocated by CAPS, as shown by the data in the following table.

Table 4.8: Pedagogic Knowledge of Foundation Phase Teachers

N=200

Questionnaire items		Mean	Median	Standard Deviation
G5	My learners work in small groups which develops social and cooperative learning	5.25	5.50	1.69
G6	There is more teacher talk and less learner talk when I teach.	3.89	4.00	1.98
G7	I promote learner creativity when I teach.	5.78	6.00	1.30
G8	I dominate the teaching-learning process when I teach.	4.87	5.00	1.78

G9	When I teach, my learners engage with the learning material.	5.70	6.00	1.45
G10	My learners are passive recipients of knowledge when I teach.	4.07	4.00	2.18
G11	I promote my learners' thinking abilities through inquiry-based teaching.	5.63	6.00	1.34
G12	My learners ask me questions when they do not understand.	5.65	6.00	1.65

Table 4.8 indicates that teachers are of the view that they promote learner activity when they teach ($M = 5.78$). Teachers also feel that their learners engage with the learning material during teaching ($M = 5.70$), hence there is less teacher talk and more learner talk in the classrooms ($M = 3.89$). This is why learners are not passive recipients of knowledge ($M = 4.07$) and teachers do not dominate the teaching-learning process ($M = 4.87$). Most of the data in this table is negatively skewed with the means being lower than the medians.

Table 4.9: The Application of Inclusive Education in the Foundation Phase
N=200

Questionnaire items		Mean	Median	Standard Deviation
H1	I adapt my classroom practice to suit the needs of all learners.	5.66	6.00	1.48
H2	I show appreciation for children who are from different socio-economic backgrounds.	6.05	6.00	1.30
H3	I have good understanding of how to recognise and address barriers to learning.	5.47	6.00	1.44
H4	I accommodate learner diversity in my classroom.	5.93	6.00	1.32

H5	Due to CAPS demands, it becomes challenging to reach out to all learners with diverse learning needs.	5.05	5.00	1.80
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Table 4.9 reveals that teachers consider inclusivity when they teach, which is one of the CAPS principles. For instance, teachers indicate that they show appreciation for children who are from different socio-economic backgrounds ($M = 6.05$). They also accommodate learner diversity in their classrooms ($M = 5.93$), although owing to CAPS demands, it becomes challenging to reach out to all learners with diverse learning needs ($M = 5.05$). Effective implementation of CAPS requires provision of adequate resources and facilities. Hence, the following table provides data on the availability of resources at schools.

Table 4.10: Availability of Resources in the Foundation Phase **N= 200**

Questionnaire items		Mean	Median	Standard Deviation
H6	My school has financial resources that allow me to implement CAPS efficiently.	4.33	4.00	2.05
H7	My school has a well-equipped library.	3.85	4.00	2.31
H8	Infrastructure at my school provides learners with a safe and healthy learning environment.	4.78	5.00	2.11
H9	My classroom is suitable for the implementation of CAPS.	5.16	5.00	1.71
H10	There is adequate furniture in my classroom	5.27	6.00	1.85

Although most classrooms have adequate furniture ($M = 5.27$) and are suitable for the implementation of CAPS ($M = 5.16$), Table 4.10 shows that schools do not have well-equipped libraries ($M = 3.85$). Additionally, schools have moderately financial resources which allow teachers to implement CAPS efficiently ($M = 4.33$). Furthermore, this reveals that school infrastructure only moderately provides learners with a safe and healthy learning environment ($M = 4.78$). Most of the data is negatively skewed because the means are lower than the medians. In addition, most schools have a positive school climate, as shown in the table below.

Table 4.11: School Climate

N=200

Questionnaire items		Mean	Median	Standard Deviation
H11	In my school, there is a positive climate for the successful implementation of CAPS.	5.20	6.00	1.69
H12	The climate in my school fosters a spirit of co-operation and collegiality.	5.22	5.00	1.56
H13	In my school, parental involvement contributes to the successful implementation of CAPS.	4.40	4.00	2.02

Analysis of Table 4.11 indicates that there is moderate parental involvement ($M = 4.40$) although the climate in most schools fosters a spirit of co-operation and collegiality ($M = 5.22$). Furthermore, teachers perceive that there is a positive climate for the successful implementation of CAPS at schools ($M = 5.20$). The following tables provide data on the availability of learning and teaching support material for the effective implementation of CAPS.

Table 4.12: Availability of learning and teaching support material in the Foundation Phase

N=200

Questionnaire items		Mean	Median	Standard Deviation
H14	My school has adequate learning and teaching support material	4.71	5.00	1.85
H15	I have adequate teaching support material	4.79	5.00	1.78
H16	My learners have adequate learning material	4.75	5.00	1.87

Data in Table 4.12 implies that there is a moderate provision of learning and teaching support material for the effective implementation of CAPS ($M = 4.71$). Teachers and learners have moderate teaching support material ($M = 4.79$) and learning support

material ($M = 4.75$) respectively. Table 4.14 provides total mean, median and standard deviation scores for each subscale of the questionnaire. It also provides Cronbach's alpha scores for each subscale.

Pallant (2013) recommends that researchers should reverse negatively worded items before a total score for each scale is calculated. Before constructing Tables 4.14 and 4.15, the researcher recoded the following questionnaire items as they were negatively worded:

Table 4.13: Recoded Negatively Worded Questionnaire Items

B6	The introduction of CAPS has created an enormous burden on me as a curriculum implementer
C4	I find it difficult to implement CAPS when I present my lessons
C6	It is time-consuming to adopt teaching approaches that are learner-centred in the Foundation Phase.
E5	Poor training in CAPS exists, which results in me teaching poorly in my class
G6	There is more teacher talk and less learner talk when I teach
G8	I dominate the teaching-learning process when I teach
G10	My learners are passive recipients of knowledge when I teach
H5	Due to CAPS demands, it becomes challenging to reach out to all learners with diverse learning needs.

The values were recoded as follows:

- Old value = 1 and new value = 7
- Old value = 2 and new value = 6
- Old value = 3 and new value = 5
- Old value = 4 and new value = 4
- Old value = 5 and new value = 3
- Old value = 6 and new value = 2
- Old value = 7 and new value = 1

The new values for these questionnaire items were also maintained when performing the Pearson product-moment correlation coefficient, t-test and analysis of variance. The questionnaire consisted of 10 subscales, namely teacher views on CAPS scale, teacher role in CAPS implementation scale, the SMT role in CAPS implementation scale, in service-training and continuous professional development scale, learner assessment scale, content knowledge scale, pedagogic knowledge scale, inclusive education scale, resources availability scale, school climate scale, and learning and teaching support material availability scale. The following table provides descriptive statistics for the total score of each of the subscales mentioned above:

Table 4.14: Questionnaire Subscales

N=200

Questionnaire Subscales	Mean	Median	Standard Deviation	Cronbach Alpha
Views on CAPS	5.17	5.33	1.16	.82
Teacher role in CAPS implementation	5.07	5.20	0.95	.81
SMT role in CAPS implementation	5.04	5.15	1.36	.92
In-service training and Continuous Professional Development	4.97	5.00	1.09	.81
Learner assessment	6.04	6.40	1.09	.91
Content knowledge	5.75	6.00	1.19	.86
Pedagogic knowledge	4.89	4.75	0.77	.84
Inclusive education	5.21	5.40	0.91	.82
Resources	4.68	4.80	1.54	.82
School climate	4.94	5.00	1.49	.79
Learning and Teaching Support Material (LTSM)	4.75	5.00	1.72	.93

Examination of Table 4.14 shows that all subscales have Cronbach's alpha values of above .7 which suggests that the subscales have either acceptable or very good internal consistency reliability. The total mean scores are high in learner assessment ($M = 6.04$, $MD = 6.40$, $SD = 1.09$), content knowledge ($M = 5.75$, $MD = 6.00$, $SD = 1.19$), inclusive education ($M = 5.21$, $MD = 5.40$, $SD = 0.91$), teacher views on CAPS ($M = 5.17$, $MD = 5.33$, $SD = 1.16$), teacher role in CAPS implementation ($M = 5.07$, $MD = 5.20$, $SD = 0.95$) and SMT role in CAPS implementation ($M = 5.04$, $MD = 5.15$, $SD = 1.36$). However, the scores for in-service training and continuous professional development ($M = 4.97$, $MD = 5.00$, $SD = 1.09$), school climate ($M = 4.94$, $MD = 5.00$, $SD = 1.49$), pedagogic knowledge ($M = 4.89$, $MD = 4.75$, $SD = 0.77$), learning and teaching support material ($M = 4.75$, $MD = 5.00$, $SD = 1.72$) as well as lack of resources ($M = 4.68$, $MD = 4.80$, $SD = 1.54$) are moderate. In all subscales, the mean is lower than the median which implies that the data is negatively skewed.

Table 4.15 below shows data for questionnaire items that measured only the implementation of CAPS in the Foundation Phase classrooms. Twentytwo items measured the implementation of CAPS and the total scores were added and computed into a target variable which was labelled CAPS implementation in the Foundation Phase.

Table 4.15: CAPS Implementation in the Foundation Phase

N=200

Statistics CAPS Implementation in the Foundation Phase				
N	Valid	200	Cronbach Alpha = .85	
	Missing	0		
Mean		110.6550	/ 22	5.01
Median		111.0000	/ 22	5.05
Std. Deviation		15.80840	/ 22	0.74
Minimum		62.00	/22	2.82
Maximum		147.00	/22	6.68

C2+C3+C4+C5+C6+C7+C8+C9+C10+G5+G6+G7+G8+G9+G10+G11+G12+H1+H2
+H3+H4+H5

Table 4.15 indicates that teachers perceive that they implement CAPS as required by the policy ($M = 5.01$, $MD = 5.05$, $SD = 0.74$). Although the data is slightly negatively skewed, it is important to note that the standard deviation indicates quite a small variation from the mean or dispersion of data. The following section presents and analyses the inferential statistics data.

4.2.2 Presentation and Analysis of Inferential Statistics

Creswell (2010) defines inferential statistics as statistics that permit scientists to make conclusions about some property of the population of numbers from which the sample was derived. Leedy and Ormord (2013) point out that inferential statistics are used to examine the relations between data gathered in order to answer hypotheses. The Pearson product-moment correlation coefficient (r) was used in this research to test the strength and direction of the linear relationship between Foundation Phase teachers' view and their implementation of the curriculum and assessment policy statement. Thereafter, an independent-sample t-test was used to compare the mean scores

between teachers with and without a professional teaching qualification in the Foundation Phase in the implementation of the curriculum and assessment policy statement. In addition, analysis of variance (ANOVA) was used to compare various groups of Foundation Phase teachers.

The Pearson product-moment correlation coefficient (r) was employed to test the following two hypotheses:

H_0 = There is no statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

H_1 = There is a statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

An independent-sample t-test is used to test the following two hypotheses:

H_0 = There is no statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of the curriculum and assessment policy statement.

H_1 = There is a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of the curriculum and assessment policy statement.

One-way between-groups ANOVA with post-hoc tests was used to test the following six hypotheses:

H_0 = There is no statistically significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is no statistically significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_0 = There is no statistically significant difference between teachers with a teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is no statistically significant difference between teachers with a teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_0 = There is no statistically significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is no statistically significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

Pallant (2013) states that it is important to produce a scatterplot before executing a correlation analysis. The process enables the researcher to confirm the “*violation of the assumptions of linearity and homoscedasticity*” (Pallant 2013:134). The following scatterplot in Figure 4.1 below shows the relationship between the Foundation Phase teachers’ views and their implementation of the curriculum and assessment policy statement.

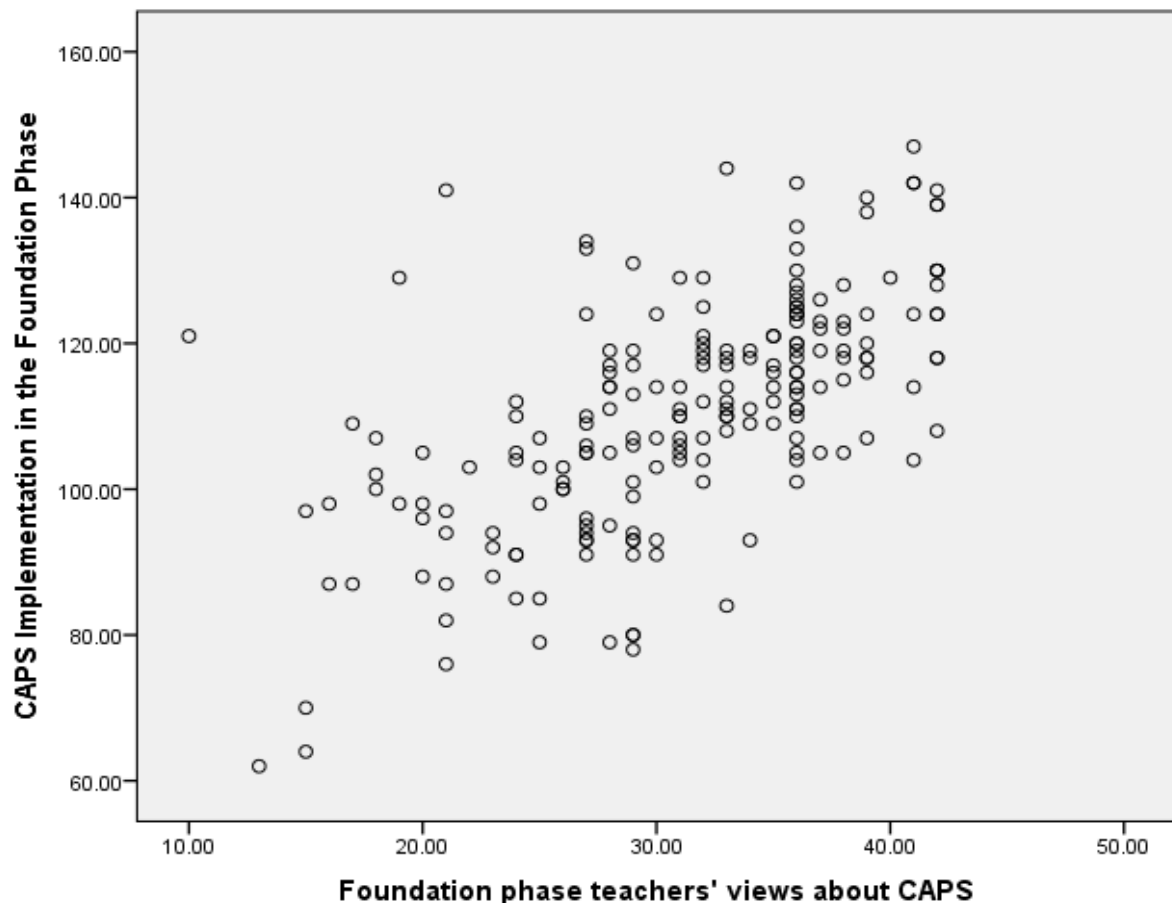


Figure 4.1: Scatterplot Showing the Relationship between Foundation Phase Teachers' Views and their Implementation of Curriculum and Assessment Policy Statement

Analysis of Figure 4.1 shows that the data points are even from one end to the other, which suggests a fairly strong correlation. If one draws a line through the points from left to right, the direction will be upward. This indicates a positive relationship as the high scores on teacher views are associated with high scores on the implementation of CAPS in the Foundation Phase. This finding is supported by Table 4.16.

The Pearson product-moment correlation coefficient (r) was employed to test the following two hypotheses:

- **Group 1 Hypotheses**

H_0 = There is no statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

H_1 = There is a statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

Table 4.16: The Relationship between Teachers' Views and the Implementation of CAPS

		Foundation Phase teachers' views about CAPS	CAPS Implementation in the Foundation Phase
Foundation Phase teachers' views about CAPS	Pearson Correlation	1	.626**
	Sig. (2-tailed)		.000
	N	200	200
CAPS Implementation in the Foundation Phase	Pearson Correlation	.626**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

Analysis of Table 4.16 shows that the Pearson correlation coefficient (.63) is positive. This indicates a very strong positive relationship between Foundation Phase teachers' views on CAPS and their implementation of CAPS. This further implies that teachers' views contribute to the implementation of CAPS in the Foundation Phase classrooms. The strength of the correlation is large as Cohen (1988) indicates that a correlation of between .50 and 1.0 suggests a fairly strong relationship. In this study, therefore, the relationship between teachers' views and the implementation of CAPS is strong. The coefficient of determination will be $.63 \times .63 = .3969 = 39.69$ percent of their variance.

This implies that teachers' views help to explain nearly 40 percent of the variance in the implementation of CAPS. Analysis of the significant level at the traditional $p < .05$ level reveals $p < .00$. Therefore, there is a statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and

assessment policy statement. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a strong, positive correlation between the two variables, $r = .63$, $n = 200$, $p < .00$, with a higher teacher view score associated with higher CAPS implementation scores. Consequently, the null hypothesis is rejected whilst the research hypothesis is accepted.

- **Group 2 Hypotheses**

H_0 = There is no statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of the curriculum and assessment policy statement.

H_1 = There is statistically a significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of the curriculum and assessment policy statement.

Table 4.17: Differences between Teachers Qualified to Teach in the Foundation Phase and those not Qualified in the Implementation of Curriculum and Assessment Policy Statement

Group Statistics										
A4.Is your professional teaching qualification in the Foundation Phase?			N	Mean	Std. Deviation	Std. Error Mean				
CAPS Implementation in the Foundation Phase	Yes		136	110.3529	15.90459	1.36381				
	No		64	111.2969	15.70732	1.96342				

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
CAPS Implementation in the Foundation Phase	Equal variances assumed	.004	.948	-.393	198	.695	-.94393	2.40142	-5.67957	3.79171
	Equal variances not assumed			-.395	124.891	.694	-.94393	2.39060	-5.67527	3.78740

Table 4.17 reveals that there is no significant difference in scores for teachers who are qualified to teach the Foundation Phase ($M = 110.35$, $SD = 15.90$) and those who are not qualified to teach the Foundation Phase ($M = 111.30$, $SD = 15.71$; $t(198) = -.39$, $p = .70$ two-tailed). The magnitude of the differences in the means (mean difference = $-.94$, 95% CI: -5.68 to 3.79) was fairly small (eta squared = $-.00$). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected. One-way between-groups ANOVA with post-hoc tests was used to test the following hypotheses:

- Group 3 Hypotheses**

H_0 = There is no statistically significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is statistically a significant difference between young, middle-aged and old teachers in the implementation of curriculum and assessment policy statement in the Foundation Phase.

Table 4.18: The Implementation of CAPS according to the Age of Foundation Phase Teachers

Descriptives								
CAPS Implementation in the Foundation Phase								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
20-35 years old	39	110,0513	17,47020	2,79747	104,3881	115,7145	62,00	140,00
36-50 years old	80	112,4625	15,74234	1,76005	108,9592	115,9658	70,00	144,00
51+ years old	81	109,1605	15,04116	1,67124	105,8346	112,4864	78,00	147,00
Total	200	110,6550	15,80840	1,11782	108,4507	112,8593	62,00	147,00

Table 4.18: The Implementation of CAPS according to the Age of Foundation Phase Teachers (cont.)

Test of Homogeneity of Variances

CAPS
Implementation
in the
Foundation
Phase

Levene Statistic	df1	df2	Sig.
,096	2	197	,908

ANOVA

CAPS
Implementation
in the
Foundation
Phase

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	456,496	2	228,248	,913	,403
Within Groups	49274,699	197	250,125		
Total	49731,195	199			

Robust Tests of Equality of Means

CAPS Implementation
in the Foundation
Phase

	Statistic ^a	df1	df2	Sig.
Welch	,944	2	98,378	,393
Brown-Forsythe	,863	2	133,579	,424

a. Asymptotically F distributed.

Table 4.18: The implementation of CAPS according to the Age of Foundation Phase Teachers (cont.)

Post Hoc Tests

Multiple Comparisons

Dependent Variable:

CAPS Implementation in the Foundation Phase

Tukey HSD

(I) rA2.Age		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20-35 years old	36-50 years old	-2,41122	3,08870	,715	-9,7054	4,8829
	51+ years old	,89079	3,08244	,955	-6,3886	8,1702
36-50 years old	20-35 years old	2,41122	3,08870	,715	-4,8829	9,7054
	51+ years old	3,30201	2,49290	,383	-2,5851	9,1891
51+ years old	20-35 years old	-,89079	3,08244	,955	-8,1702	6,3886
	36-50 years old	-3,30201	2,49290	,383	-9,1891	2,5851

Table 4.18 reveals that there is no statistically significant difference at the $p < .05$ level in CAPS implementation scores for the three age groups: $F(2, 197) = .91$, $p = .40$. The effect size, calculated using eta squared, was 0.01 which is a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for 20-35 year-old teachers ($M = 110.05$, $SD = 17.47$), 36-50 year-old teachers ($M = 112.46$, $SD = 15.74$) and 51+ year old teachers ($M = 109.16$, $SD = 15.04$) did not differ significantly. Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

One-way between-groups ANOVA with post-hoc tests was also used to test the following hypotheses:

- **Group 4 Hypotheses**

H_0 = There is no statistically significant difference between teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistically significant difference between teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

Table 4.19: The implementation of CAPS according to the teaching experiences of foundation phase teachers

Descriptives								
CAPS Implementation in the Foundation Phase								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
1-5 years	38	111.4474	14.92811	2.42166	106.5406	116.3541	64.00	139.00
6-21 years	81	109.4691	16.11683	1.79076	105.9054	113.0329	62.00	144.00
22-37 years	81	111.4691	16.01334	1.77926	107.9283	115.0100	79.00	147.00
Total	200	110.6550	15.80840	1.11782	108.4507	112.8593	62.00	147.00

Table 4.19: The Implementation of CAPS according to the Teaching Experiences of Foundation Phase Teachers (Cont.)

Test of Homogeneity of Variances

CAPS
Implementation
in the
Foundation
Phase

Levene Statistic	df1	df2	Sig.
.815	2	197	.444

ANOVA

CAPS
Implementation
in the
Foundation
Phase

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	191.455	2	95.727	.381	.684
Within Groups	49539.740	197	251.471		
Total	49731.195	199			

Robust Tests of Equality of Means

CAPS
Implementation
in the
Foundation
Phase

	Statistic ^a	df1	df2	Sig.
Welch	.375	2	102.885	.688
Brown- Forsythe	.393	2	161.739	.676

a. Asymptotically F distributed.

Table 4.19: The Implementation of CAPS according to the Teaching Experiences of Foundation Phase Teachers (Cont.)

Post Hoc Tests						
Multiple Comparisons						
Dependent Variable:		CAPS Implementation in the Foundation Phase		Tukey HSD		
(I) rA3.Teaching experience		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1-5 years	6-21 years	1.97823	3.11805	.801	-5.3852	9.3417
	22-37 years	-.02177	3.11805	1.000	-7.3852	7.3417
6-21 years	1-5 years	-1.97823	3.11805	.801	-9.3417	5.3852
	22-37 years	-2.00000	2.49182	.702	-7.8846	3.8846
22-37 years	1-5 years	.02177	3.11805	1.000	-7.3417	7.3852
	6-21 years	2.00000	2.49182	.702	-3.8846	7.8846

Table 4.19 indicates that there was no statistically significant difference at the $p < .05$ level in the implementation of the curriculum and assessment policy statement scores for the three teaching experience groups: $F(2, 197) = .38$, $p = .68$. The effect size, calculated using eta squared, was 0.00 which was a fairly small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for teachers with

1-5 years teaching experience ($M = 111.45$, $SD = 14.93$), 6-21 years teaching experience ($M = 109.47$, $SD = 16.12$) and 22-37 years teaching experience ($M = 111.46$, $SD = 16.01$) did not differ significantly. Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected. Lastly, one-way between-groups ANOVA with post-hoc tests was also used to test the following hypotheses:

- **Group 5 Hypotheses**

H_0 = There is no statistically significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistically significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

Table 4.20: The Implementation of CAPS according to the Number of Foundation Phase Learners in the Classroom

Descriptives								
CAPS Implementation in the Foundation Phase								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
5-35 learners	53	110.2642	17.12191	2.35187	105.5448	114.9835	62.00	140.00
36-40 learners	61	111.2623	15.73415	2.01455	107.2326	115.2920	76.00	147.00
41-60 learners	86	110.4651	15.18490	1.63743	107.2095	113.7208	70.00	142.00
Total	200	110.6550	15.80840	1.11782	108.4507	112.8593	62.00	147.00

Table 4.20: The Implementation of CAPS according to the Number of Foundation Phase Learners in the Classroom (Cont.)

ANOVA					
CAPS Implementation in the Foundation Phase					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	33.694	2	16.847	.067	.935
Within Groups	49697.501	197	252.272		
Total	49731.195	199			

Test of Homogeneity of Variances				
CAPS Implementation in the Foundation Phase				
Levene Statistic	df1	df2	Sig.	
.300	2	197	.741	

Robust Tests of Equality of Means				
CAPS Implementation in the Foundation Phase				
	Statistic ^a	df1	df2	Sig.
Welch	.066	2	116.661	.937
Brown-Forsythe	.065	2	169.440	.937

a. Asymptotically F distributed.

Table 4.20: The Implementation of CAPS according to the Number of Foundation Phase Learners in the Classroom (Cont.)

Post Hoc Tests						
Multiple Comparisons						
Dependent Variable:		CAPS Implementation in the Foundation Phase				
Tukey HSD						
(I) rA5.Number of learners in class		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
5-35 learners	36-40 learners	-.99814	2.98252	.940	-8.0416	6.0453
	41-60 learners	-.20097	2.77367	.997	-6.7512	6.3492
36-40 learners	5-35 learners	.99814	2.98252	.940	-6.0453	8.0416
	41-60 learners	.79718	2.65876	.952	-5.4816	7.0760
41-60 learners	5-35 learners	.20097	2.77367	.997	-6.3492	6.7512
	36-40 learners	-.79718	2.65876	.952	-7.0760	5.4816

Table 4.20 reveals that there was no statistically significant difference at the $p < .05$ level in the implementation of CAPS by the three class groups: $F(2, 197) = .07, p .94$. The effect size, calculated using eta squared, was 0.00 revealing quite a small effect. Post-hoc comparisons using the Tukey HSD test indicated that the mean scores for the teachers who teach classes with 5-35 learners ($M = 110.26, SD = 17.12$), 36-40 learners ($M = 111.26, SD = 15.73$) and 41-60 learners ($M = 110.47, SD = 15.18$) did not differ

significantly. Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected.

Data that are presented below clarify the findings of quantitative data with regards to challenges Foundation Phase experience when implementing Curriculum and Assessment Policy Statement.

4.3 Presentation and Analysis of Interview Data

In the previous data analysis section, the researcher provided a quantitative data analysis. A sequential explanatory research design is one where one dominant research method type is enhanced or clarified by the results from another method type (Creswell 2012). In this study, therefore, the quantitative research design, which is dominant, is enhanced and clarified by the qualitative research design to reveal information which could not have been sought out by the researcher using a questionnaire. This section provides analyses for the transcripts of the data collected through the interviews. Data analysis in qualitative research entails preparation of the data for analysis, which involves reducing the data into themes through a process of coding and summarising of the codes (Creswell 2013). Qualitative researchers tend to use an inductive analysis of data, allowing the important themes to emerge from the data (Fraenkel & Wallen 2010).

The researcher conducted semi-structured interviews with eight Foundation Phase teachers from the different schools selected. In preparation for the interviews, the selected teachers were given an in-depth explanation of the intention of the interviews and permission was sought from them to record the interviews. The teachers were guaranteed confidentiality and anonymity of the interviews and it was explained to them that they had a right to withdraw their involvement at any time if they wished to do so. The procedure of the interviews was also explained to allow the participants to feel comfortable and at ease when responding to interview questions. The Foundation Phase teachers had to answer questions which relate to the challenges they encounter when implementing CAPS in their classrooms.

The first step of data analysis from the interviews involved verbatim transcription of the recorded data. Thereafter the data was grouped into themes and related categories which were linked to the research questions of the study. In this data presentation and analysis, some of the comments and statements by the teachers were quoted verbatim to accurately report on the teachers' perspectives and emphasise the themes and sub-themes. The final step of analysing the data involved interpreting the data and giving meaning to it.

4.3.1 Identification of Themes and Categories

A qualitative data analysis process was used in order to analyse and interpret the large amounts of raw data collected through the process of referring to written records. The researcher applied Creswell's Data Analysis Spiral, as suggested by Leedy and Ormrod (2015:315) by:

- Organising the data
- Perusing through the data several times to get a sense of what it contains
- Identifying general categories or themes
- Integrate and summarize the data

The next stage was to code and categorise the data into themes according to the data analysis spiral. The development of these themes and categories was guided by the aims and objectives of the study. Prior to identifying themes, it was important to read the responses of the participants numerous times in order to become familiar with the written responses. Creswell (2012) suggests that for the researcher to be familiar with the data, the researcher needs to repeatedly read through it until he or she can be familiar with the consistencies, patterns and themes as well as words and phrases that represent those patterns and themes. In this study, the researcher made use of Creswell's suggestions and searched through data for consistencies and patterns and then wrote them down and divided them into manageable themes which were then coded.

The researcher adopted the use of emic categories in the collection of data. McMillan (2014) describes emic category as explanations of the phenomenon by the participants in their own words. The researcher used the following six steps to process data:

- Preparing and organising the data for analysis
- Exploring and coding data
- Using codes to build description and themes
- Presentation and report findings
- Interpreting findings
- Validating the accuracy of the findings

4.3.2 Thematic Analysis for Qualitative Data

The following themes were identified through qualitative data analysis:

- Theme 1: The introduction of CAPS
- Theme 2: The implementation of CAPS in the Foundation Phase is a burden
- Theme 3: Difficult and time consuming to implement CAPS in the Foundation Phase
- Theme 4: Lack of the School Management Teams' assistance in the implementation of CAPS
- Theme 5: Lack of in-service training
- Theme 6: Schools' infrastructure does not provide learners with a safe and healthy learning environment
- Theme 7: Parents' role in the successful implementation of CAPS
- Theme 8: Unavailability of teaching and learning support material
- Theme 9: Overcrowded classrooms
- Theme 10: Progressed learners
- Theme 11: Lack of teacher initiative

The following paragraphs discuss in detail all the themes mentioned above:

4.3.2.1 Theme 1: The Introduction of CAPS

Sub-theme 1.1: Enormous workload

The teachers interviewed did not see the necessity for the Department of Basic Education to introduce CAPS because it has not improved the education system, but instead has brought a lot of work. The administration work of the teachers has increased and there is a lot of paperwork which the teachers now have to do which decreases the amount of time they have to teach. The content that must be covered is unrealistic given the short space of time allocated for teaching. This is depicted by some of the teachers in the following statements:

Teacher E: *“We thought that with CAPS the workload will decrease but found that CAPS brought even more work for us. It was a disappointment especially coming from OBE and RNCS.”*

Teacher F: *“CAPS has a lot of work, the curriculum coverage over a period of a week is too much. The learners cannot cope. According to CAPS you must do a certain amount of work over a specified period and move on even before the kids can understand the work. You cannot give proper feedback to the learners and repeat the problem areas to make sure that the learners have understood. You have to work fast because you are under pressure because of time.”*

Teacher G also commented on the paperwork but has a different stance in comparison to the other teachers. She adopts more of a positive approach and welcomes the CAPS curriculum even with its challenges of increased workload and increased paperwork. Teacher G comments: *“The other teachers complain that CAPS has a lot of paperwork, I agree but the fact is even the previous curriculum had a lot of paperwork. For example, when there is a child that is struggling in class, you have to do an error analysis to determine where the problem is and how you can assist the learner. In my view, paperwork is unavoidable, it is what you have to do as a teacher.”*

Another teacher who holds a positive view about the need for the introduction of CAPS is Teacher D who understands the nature of change and that it must be welcomed rather than resisted. She comments in the following way: *“Teachers who hold the view that there was no need for CAPS to be introduced are teachers who are lazy to use the CAPS document. They have lack of passion and do not want to work using the CAPS document because it is too demanding for them. CAPS does bring a lot of work but teachers need to have an open mindset and must not resist change. Teachers who feel that it was not necessary for the department to introduce CAPS are from the old school, they oppose change because they feel that they know it all, they don’t even want to open the CAPS documents, some of them still have new CAPS documents. So, there is a problem with their mindset.”*

Sub-theme 1.2: CAPS creates barriers to learning

Due to the workload and curriculum coverage that CAPS prescribes must be covered within a short space of time, teachers find that they have to teach fast and some of the learners do not understand the work. In this way CAPS creates barriers to learning. Teacher F emphasises this point with the following comment: *“The scope of the work in one week is too much and the learners can’t manage. You have to teach fast because the policy prescribes that before a certain period you must be finished with certain work. You have to work so fast, you don’t even have time to reach certain learners.”*

Teacher C comments further: *“The fast-paced nature of CAPS does not afford the teachers’ time to give learners with learning barriers the attention that they need which exacerbates the problem of their learning needs even more. We don’t have time for remedial classes and we need remedial classes to give those learners attention. Remedial classes are a necessity, especially in the Foundation Phase.”*

Teacher F shares the same sentiment regarding the learning barriers created by CAPS: *“The learners lose out on the basics because CAPS just does what I can call*

microwaving stuff, meaning everything is just done quickly. Because of lack of time, most of the activities are photocopied with few lines provided where learners will fill in the answers. There is no time for the learners to write something long, learners are just provided with few sentences to write and don't get the opportunity to be creative and write their ideas or opinions. This does not benefit the learners because at the end of the day they can't read and write."

Sub-theme 1.3: Change of teaching method in CAPS

The teaching method in previous curricula was teacher-centred. This suggested that the teacher was the bearer of knowledge and the work of the teacher was to impart this knowledge to the learners by standing in front of the class and giving the learners the information. This encouraged rote learning which in the long-run is ineffective. CAPS has shifted the focus from the teacher to the learner. The teaching method is learner-centred where learners are encouraged to discover knowledge by themselves. This is problematic as some of the learners do not have the ability to do so. Furthermore, it has created frustration and confusion amongst teachers as to what their current role is.

Teacher B captures this frustration in the following comment: *"My concern was that most of the activities in CAPS are done by learners. The teacher's work was just to facilitate. It was not necessary to introduce CAPS because most of the learners do not have knowledge. A lot of work must be done by learners which is a problem because learners lack knowledge, what do learners know? They know nothing about these things."*

Teacher A holds a different view as she believes that the teaching method in CAPS is just to spoon-feed the learners and not to challenge them. She states that: *"CAPS doesn't challenge the learners; it always gives answers to learners. They are not given a chance to show their knowledge, it always guides the learners through the answers, it spoon-feeds them and most of the work is with the teachers and not the learners."*

The fact that the teachers' interpretation of their roles differs so vastly is indicative of a problem. There should at least be some similarities in how teachers view their roles as teachers so that their implementation of the curriculum can be successful.

4.3.2.2 Theme 2: The Implementation of CAPS in the Foundation Phase is a Burden

Sub-theme 2.1: Excessive paperwork is a burden

Teachers complain that CAPS is a burden because they need to do a lot of paperwork which negatively impacts on teaching. Teacher A responds on the issue of excessive paperwork by stating: *"We do paperwork so much and we become delayed to go forward with our learners. The paperwork holds us back, some of the challenges in CAPS is that learners need to have hand-outs and sometimes we are unable to make them due to problems such as a broken photocopy machine. Sometimes it takes time for the photocopy machine to be fixed, it means then that in the meantime you won't be able to teach and progress with the content because CAPS requires you to have those hand-outs. So, what you do is skip some sections as you are teaching and you will go back later to those sections which affects your progress in a bad way."*

Teacher B re-iterates the comments of too much paper work with the statement: *"We were promised that the paperwork was going to decrease but that was not the case because we are doing a lot more paperwork. This paperwork is a burden because it takes up a lot of our time."*

Teacher D agrees that CAPS is a burden because of the enormous paperwork that must be done. However, she also has positive points when she states: *"Teachers who don't have proper time management skills will have a problem. Teachers need to have proper planning and preparation skills in order to do justice to the learners. CAPS is a burden because it has a lot of content and each day has its own workload, therefore teachers need to be well prepared and must plan their work accordingly."*

Sub-theme 2.2: The focus is on paperwork rather than on teaching

According to teachers, the focus is no longer on teaching learners but rather on administration and paperwork. Teacher C makes mention that: *“Teachers concentrate on preparing files and making them to look nice, as that is what the department wants to see. You will find that I have a beautiful teacher file but I am not implementing what I am supposed to be implementing in the classroom. The department is only interested to see a beautiful teacher file.”*

Sub-theme 2.3: Teaching learners with diverse learning needs

The inclusive policy on education prescribes that learners with diverse learning needs must be accommodated in a single class. It is a challenge for teachers to teach learners who have different learning needs.

Teacher G states that: *“CAPS is a burden because we have to teach mainstream learners and learners with special needs at the same time. As you are teaching you have to support learners with barriers at the same time. You use a lesson plan for mainstream learners, after teaching them you use another lesson plan on the same topic to teach learners with barriers, when teaching them you have to come down to their level. After teaching the mainstream learners, you give them an activity to do. As they are busy with the activity, you shift your focus to teaching learners with barriers. In our school we don’t have a special needs class and we need it. According to the policy on inclusion, we can no longer refer learners with special needs to special schools like Leboneng school, we have to cater for them and support them in our schools.”*

Due to the fast-paced teaching required, too many learners are incorrectly identified as having special needs. CAPS creates an incorrect picture of too many learners as having special needs. Teacher H shares this sentiment by saying: *“According to my experience, on average one class can have two or three learners who have special needs and not what we are experiencing today which is half a class of 40 children identified as having*

special needs. CAPS has created a problem, because of the difficult content for the learner age and its fast-paced nature of teaching the content, it has created many children who supposedly have special needs. Because we teach them fast, they do not get an opportunity to understand, so at the end it's as though they have special needs which is not accurate."

Teacher D had this to say about teaching learners with diverse learning needs: *"You have to group your learners in class so that you know how to implement CAPS, you must group them according to their abilities, so that you know which group to focus a lot on, that is why it is time consuming because you are teaching learners with different learning barriers at the same time"*.

4.3.2.3 Theme 3: Difficult and Time Consuming to Implement CAPS in the Foundation Phase

Sub-theme 3.1: CAPS content is too difficult for learners

Teachers complain that the CAPS content is too difficult for the learners. Teacher F says: *"The CAPS content is too hard for learners, it's too complicated for the ages of children. It's only a few intelligent learners who will understand and remember the concepts. Most of the time, the children do not remember the concepts that we teach them. The learners will only remember what you teach them on that day but the following day when you ask them, they won't remember because the work is too hard. The learners do not enjoy the work because it is too hard for them"*

Teacher B echoes the sentiment that the CAPS content is too difficult when she states: *"I think the content in CAPS is too complex, they waste the learners' time by concentrating on the concepts and repeating them through all the grades. The content is too much and repeating of concepts is time consuming. Our children do not listen, the same concept they were taught the previous year, you will teach them again this year. For example, teaching the concept of planets to Foundation Phase learners is a fruitless exercise because they cannot understand them. These children are too young to learn*

about such difficult concepts, they get confused because they don't understand them. They should introduce difficult concepts much later and not overload young learners?"

Teacher H agrees and has the following comment: *"CAPS has got activities that are too challenging. As a teacher I ask a learner to discuss a story and write about it, meantime I haven't even explained the story to the learners but it is expected that a learner must create a story. It's good for a child to talk about a story but only after I have shown them how to do it."*

Sub-theme 3.2: Allocated time is too little for CAPS content

Teachers complain about the vast content that must be covered in a short space of time. Teacher C makes the following statement: *"The workload of teachers has increased, and a teacher who does not have time management skills will have a problem. There is not enough time to teach learners because the periods are short. CAPS has a lot of content and the time allocated for periods is too little."*

Teacher E agrees that the time allocated is too little and says the following: *"The workload has increased but the teaching time is still the same, teachers have to teach difficult concepts in a short space of time. In CAPS you have to be a normal teacher, a remedial teacher and a facilitator all in one. It is almost impossible due to time constraints, you teach a concept and you have to repeat it for the slow learners but you don't have time because CAPS has a lot of content for each day of the week. There is no time allocated to repeat the concepts so that all learners can grasp them."*

Teacher F also complains about the less time allocated to teach the concepts: *"I teach languages and I don't have time to teach learners how to read. According to CAPS the very same story that learners have to read, they have to do writing on as well as do language structure and conventions. So, in one week the learners have to do listening and speaking, do a writing piece, shortly afterwards they must do reading with responses. You don't have time to even do spelling with learners and give them a task*

to find the meaning of words because there is no time, so you end up spoon feeding them and this does not challenge the learners. To teach a child how to write takes a lot of time, to teach a child how to read takes a long time, not the time that is stipulated in CAPS.”

Teacher G acknowledges that the allocated time is too little for the CAPS content but on a positive note states that: *“The beauty of Foundation Phase is that you are the only teacher in that particular grade and you teach all the subjects. So, you are the teacher and manager of that class, even the time is managed by you. If today you use 30 minutes that was supposed to be for Maths period and concentrate on Sesotho, the following day you will then concentrate more on Maths. So, when you are in Foundation Phase you can use your discretion and manage your time accordingly. This will ensure that you teach effectively and learners will be more than ready to move to the intermediate phase.”*

Teacher H also holds the same view that the time allocated is too little for the content. She states: *“The curriculum coverage in CAPS is not good at all, we are rushing to cover the content but the children do not get time to understand the work. In the past the ideal scenario was to teach the ‘A’ alphabet the whole week until the learners understand it. It was successful because the pace was correct for the age of the child, now CAPS has got too many concepts that must be taught in a short space of time. The result of rushing through the work is that we end up having grade 7 learners who cannot read and write. Again, this is the reason why learners drop out of school when they get to high school because they did not get the basics in primary school.”*

Sub-theme 3.3: Lack of knowledge on how children learn

Teachers are of the view that curriculum designers do not seem to understand how young children learn. Teacher H explains that: *“A young child learns through using all the senses such as see, touch, and smell. Unfortunately, most of the activities and projects in CAPS do not take that into account, instead the activities are very*

challenging, the learners struggle which demoralizes them. Furthermore, to show that the curriculum designers do not understand the basics of how children learn, at some point the department introduced the use of tablets in schools which didn't work because children must be taught the basics of language first by the teacher. They can't be expected to just be pressing the tablet without understanding what they are doing. Technology is useful at later stages in the primary school but not in the Foundation Phase. The Foundation Phase must focus on the basics such as developing the children's fine motor skills by doing writing."

Lack of knowledge of how young learners learn is again evident by the workload that CAPS prescribes must be covered on a daily basis. It is reflective of the fact that the curriculum designers have not taken into account the fact that the young learners have a short attention span. Teacher H adds that: *"When we teach learners, they can't wait for break time so that they can be free to go outside to play with their friends. At the end of the day learners are still children and we must find a balance between giving them school work and giving them time to play. Because they cannot concentrate for too long because of their short attention span, I normally teach them a little bit and give them breaks in between for them to play."*

Teacher H emphasizes that teaching too many concepts at the same time is not ideal for teaching young learners. She says: *"In CAPS there are too many concepts that are taught in a short space of time. For example, you'll teach learners the concept of subtraction in Mathematics. Then shortly afterwards, as the learners are trying to grasp the subtraction concept, you quickly introduce the multiply and then in no time you teach them division. This leaves the learners frustrated and confused. These concepts must be taught slowly and practically using objects to make the learners understand. For example, if you have three oranges and you give one to your friend, how many are you left with? To answer this question and understand the concepts, learners must be given an opportunity to take turns in using the objects to get to the answer. The pace set out and the use of the objects makes the learners to master the concepts. However, CAPS does not give us that opportunity, instead it mixes the Maths concepts of multiplication, addition, subtraction and division."*

4.3.2.4 Theme 4: Lack of the School Management Teams' Assistance in the Implementation of CAPS

Sub-theme 4.1: The SMT is responsible for the provision of the LTSM

There is the difficulty of lack of learning and teaching support material (LTSM) in most of the schools which hinders effective implementation of CAPS. It is the responsibility of the SMT to ensure that there is adequate learning and teaching support material. The challenge of a lack of LTSM was strongly depicted by most of the teachers in the following statements:

Teacher B: *"Kids learn by seeing visuals, so it is difficult to teach children without displaying visuals for them to see what you are talking about. A Foundation Phase class must be filled with colourful visuals to help in teaching, the SMT must ensure that there are proper walls to mount the visuals. The infrastructure must aid teaching and learning."*

Teacher C: *"We need more teaching and learning material. For example, there is not enough reading material for Foundation Phase. What is being used is the Angie book which does not have enough information. CAPS document for example tells you that this week, you must teach the nouns, where are you going to get them? You do your own research, you are a teacher and you are also a learner, you must be creative and compile your own material on those nouns. So, therefore teachers need help with teaching and learning material."*

Teacher A: *"The SMT must make sure that we are fully equipped with all those things that CAPS needs us to have."*

Sub-theme 4.2: The SMT must be properly trained on CAPS

The School Management Team will be in a better position to assist teachers with the implementation of CAPS if they themselves are properly trained and well-informed on CAPS. Some of the teachers supported this with the following statements:

Teacher D: *“The SMT are not assisting in CAPS because they don’t have proper knowledge in CAPS. They themselves are not included in the training of CAPS which result in them not having the current knowledge on CAPS. When we attend the training, when we come back we do not give proper feedback to the SMT. Sometimes we do so because we don’t want them to have knowledge on CAPS because they will be on our case. If this problem must be solved, the SMT must also be well trained so that they can monitor and support teachers with CAPS implementation.”*

Teacher E: *“The SMT must guide the teachers through the CAPS documents and help them but how can they do that if they don’t understand it? The SMT must be well informed on CAPS and they must get the teachers enough resource material so that they can be able to implement CAPS.”*

Sub-theme 4.3: The SMT must monitor CAPS implementation

Teachers alluded to the fact that they do not receive support from the SMT in the form of monitoring. This implies that there is no control of CAPS implementation at some primary schools. Some of the teachers responded in the following ways:

Teacher B: *“The SMT are not controlling our books, we need the SMT’s support in checking and controlling our books, many months pass by without SMT monitoring if myself as a teacher am on the right track or not. I feel like I am on my own because no one guides me if I am doing a proper job or not. My file is not in a good condition at the moment and SMT is not availing themselves to come to assist me.”*

Teacher G: *“The SMT must organize meetings with teachers where teachers will highlight their problems and workshop the teachers on those problem areas. The SMT must do class visits to see where the teachers need assistance with. The IQMS system can be used better. The SMT must promote the IQMS system and emphasise its role as one which gives teachers an opportunity to partner with their peers with the aim of helping each other to implement CAPS more effectively.”*

Teacher H: *“The SMT focuses on management stuff and not on CAPS implementation. The SMT must not only focus on management issues but should also give support to the teachers. They should control and encourage the teachers to implement CAPS. The SMT must go with us to workshops so that they can learn about CAPS and how it must be implemented. The SMT should comprise of people who have majored in Foundation Phase and who have an understanding of the issues in Foundation Phase. So, it becomes a problem for people who don’t have the knowledge and qualifications of Foundation Phase to monitor and offer support to teachers in Foundation Phase.”*

4.3.2.5 Theme 5: Lack of In-Service Training

Sub-theme 5.1: Insufficient Training

The teachers in this study expressed the view that they are not trained by their HOD's or SMTs to implement CAPS. According to them the Department of Basic Education just rolled out CAPS without any proper in-service training. The teachers maintain that they received little training and support from their subject advisors, hence they only have very basic knowledge on how to implement CAPS and are therefore not able to effectively implement the new curriculum in their classrooms. Teacher C comments in the following way: *“Teachers need an expert to come and develop them, workshop them and to come and show them how to practically implement CAPS in the class. So, experts from the department such as learning facilitators should come to schools and practically show the teachers how to implement CAPS in the classrooms.”*

Teacher H supported this fact by stating: *“Teachers do not see the necessity of CAPS because from the onset teachers were not well trained in it. Like us the LF’s didn’t receive extensive training, they were only trained briefly. Training should have been thorough and it should take place for at least a year or two. The previous curriculum also had its flaws but it was much better because we received thorough training, not the kind of training we see today which involves observing for a long time instead of being trained in a practical way. Effective training has to be practical instead of observing for a long time.”*

Teacher E had this to say: *“In-service training is good but it must not be once off. We must be trained constantly so that we can master the knowledge and be skilled to accommodate different learners.”*

Sub-theme 5.2: Support after training

For training to be effective it requires follow ups and support after the training. This allows the trainer to see practically if the teachers understood what they were taught and if they are implementing the curriculum correctly in the classrooms. Below are the verbatim responses that were given by the teachers on the issue of support after training:

Teacher B: *“We were trained but the problem is those people who trained us do not make follow ups by coming to check on us to see how we are implementing what they have taught us. Therefore, support after attending training is lacking. They can make visits to us at least once a term to see how we are doing. Curriculum advisors also do not offer us training, they just come here to pick on where we have done mistakes. They don’t come in good faith, they come to trap us and see where our mistakes are.”*

Teacher G: *“After attending training, teachers can use the IQMS system as a form of support to one another. Teachers tend to misunderstand the purpose of IQMS, they think that the purpose of IQMS is to make sure that the HOD does not give them a low*

score, missing that the purpose of IQMS is to identify a teacher who performs well in a particular learning area and partner with them to support you and assist you to also perform well in implementing CAPS. The peer system is there to give teachers with expertise an opportunity to help teachers who need support and assistance. If extra assistance and support is required, then the HOD must be informed so that an expert from outside the school can come and assist.”

Sub-theme 5.3: Training that does not add value

It is crucial that training adds value and should offer new knowledge and skills to teachers so as to develop and empower them on how to tackle the challenges they experience when implementing CAPS. Training that does not provide teachers with adequate information and equip them with proper skills is a waste of time. Some of the teachers supported this by the following statements:

Teacher A: *“We do go to in-service training but you will find that the person who offers the training is not well trained. The person will just read from the book. The training is not adequate because the trainer does not unpack the document or training manual, instead they just read from it. Sometimes you even find that it’s better to stay in the school and not attend training because no new information gets delivered during training.”*

Teacher D: *“The training offered was not good because it was offered by ill-experienced people. Sometimes the training was done by young people who had never taught in Foundation Phase. Most of the training is a waste of time and your learners suffer whilst you attend training as the time spend on training could have been used to teach them. The most valuable training that we ever attended was run by an NGO. The NGO trainers were well-experienced and were very patient with us. They taught us concepts and came down to our level. They taught us well by demonstrating to us how to teach. The training was also good because it was on-going. It went for a period of three years and we even formed relationships with the trainers. The department must offer training of*

that nature because it gives us skills and develops us unlike attending training that is useless and won't benefit the learners at the end of the day."

Teacher H: *"We didn't get proper training on CAPS. Some LF's who have received training on CAPS contradict each other, so we end up being confused as to what is the right procedure to follow in CAPS. If they adopted CAPS from another country, the department must take expert teachers and LF's to that country to train them extensively and then come back to train us. The current training is not effective. The LF's will attend training for a period of 3 weeks in Pretoria and come back to show us briefly what they have learned using an overhead projector. They will then take comments from us and then afterwards write a book. So, it shows that they are only interested in their own upliftment and careers and they don't focus on correcting the issues in CAPS."*

4.3.2.6 Theme 6: Schools' Infrastructure does not Provide Learners with a Safe and Healthy Learning Environment

Sub-theme 6.1: Lack of proper infrastructure

Many teachers referred to the fact that their schools did not have proper infrastructure to ensure that teaching and learning takes place in a safe and healthy environment. The following is the verbatim responses that the teachers gave on this sub-theme:

Teacher A: *"The infrastructure is not good, the fencing is not secure, it has holes in it and learners leave the school premises through those holes and go into the neighbouring community. There is a person who is running a gambling facility in the neighbouring environment, the learners sneak out and go to that gambling place during school hours, when you get to class, you find out that there are no learners because they have gone to the gambling place. The environment is not good for learners, the school does not even have grounds where learners can play."*

Teacher B: *"Our windows are broken, in winter the learners cannot concentrate because they are feeling cold."*

Teacher F: *“The school’s infrastructure is not suitable for learners. Our classes are not conducive to learning, there is no equipment that can help with teaching and there is overcrowding in the classes.”*

Teacher H: *“The problem is overcrowding and not sufficient infrastructure to accommodate all the learners. The chairs are broken because there is lack of space so the learners bump against each other and the chairs get broken. The windows are also broken.”*

Sub-theme 6.2: Poor security

Section 29(1) of the South African Constitution contains the right to a basic education and the right to further education. Furthermore, Section 24 (a) stipulates that everyone has the right to an environment that is not harmful to their health or wellbeing. Children, therefore, have the right to learn in a safe and healthy environment, but unfortunately in some schools that right is not adhered to or respected as learners are exposed to unsafe learning environments. This is reflected by the following accounts from some of the teachers interviewed in this study:

Teacher A: *“There is no security at our school, sometimes they just ask people from the community to come and help but there is no trained security, so the environment is not safe for learners. There are a lot of break-ins, the school is situated in a rough area.”*

Teacher C: *“Our school premises are not safe. The department must employ security companies to ensure the safety of learners. There must be lots of security guards around the school premises, there must be machines to detect if someone is bringing a weapon into the school premises. Old schools are being vandalised and there are gangsters in the community.”*

Teacher G: *“Other challenges are burglary and theft from thieves in the community and vandalism by learners in the school.”*

Sub-theme 6.3: Poor health facilities

Some schools are also failing in maintaining healthy and clean environments that are conducive for learning. Some of the teachers interviewed supported this point with the following statements:

Teacher B: *“Our toilets are dirty and children contract infections from them. Our toilets are blocked and learners contract diseases, the school turns a blind eye to these problems.”*

Teacher D: *“Our environment at school is not safe, for example we don’t have first aid kits. When there is a problem we are not able to assist learners, so they are not safe. We have to buy things like bandages from our own money. Another challenge is that the school does not have a telephone, so when there is an emergency we have to use our own phones to call parents. Last year I used to have a learner who was suffering from fits and I would make him lie down and bring him water to help him. This year is even worse because I have a learner who suffers from severe fits. When the fits attack him, he jumps out of the chair and falls to the ground, it traumatizes other learners and it is very scary even for me because I do not have the knowledge of how to help him.”*

Teacher H: *“The taps are broken and the toilets are not in a good condition.”*

Only one teacher responded differently to the challenge of poor health facilities. Teacher E made the following comment: *“Our school has proper infrastructure, we don’t experience problems with safety and health. Our environment is clean and each class on the block has got its own toilets. I monitor the learners and there is no time wasted for learning to take place.”*

4.3.2.7 Theme 7: Parents' Role in the Successful Implementation of CAPS

Sub-theme 7.1: Parents must help with school work

Teachers are in agreement that the role of the parents is to help their children with their school work as this will help to ease the implementation of the curriculum. Most of the teachers shared the same sentiments, as depicted in the following statements:

Teacher A: *"Parents must be engaged with the learners' homework activities, they must come to school and monitor their children at school before 07:30, we expect to see parents around so that learners can see that time is important. It's not our duty to collect the learners, the parents must be fully involved in their children's progress. They must help their children with homework."*

Teacher B: *"Parents must help their children with homework, they must come to school to support their children and they must come to school to inquire about the progress of their children. The parents must check their children's books on a day-to-day basis and sign them. The parents must be included in the school work of their children and buy material such as stationary for their children."*

Teacher C: *"Parents must come to school and work together with teachers. They must help their children. Parents must not shift their responsibilities onto teachers, they must be involved in helping their children with homework. Some of the activities involve doing research and it will be impossible for teachers to help each and every child, so parents must help their children with homework."*

Teacher D: *"Parents must take part in helping learners with their school work. Parents must co-operate when we call them to school to discuss the progress of the learners. Our school has parent's meeting every quarter, we call the parents to discuss with them about the work of the learners and where we need their help. As teachers we know all the learners and parents appreciate it when we discuss the learner's progress with them."*

Teacher F: *“The parents must help the learners by teaching them how to write and read at home. Parents must visit the schools constantly to check on how their children are performing. Sometimes parents can come to class and monitor their children’s progress. They must play a role of being there for their children and show them support. Curriculum implementation can be easier when parents assist their children with school work and help to teach them at home.”*

Teacher G talks about instilling a reading culture in learners which is also important: *“Parents must instil a reading culture in their children. When a child does not have homework, the parents must take the rainbow books and teach their children how to read, even if they read one paragraph or two, this will help to improve the learners’ reading skills.”*

Sub-theme 7.2: Parents who are not supportive

Unfortunately, some parents do not play that supportive role but instead shift all the responsibility to the teachers. This is evident in the following statements:

Teacher A: *“When we give the learners homework, they don’t do it. It’s a waste of time to give them homework because you will repeat it tomorrow, you cannot mark because the homework will not be done, so you end up doing it with them in class. There is no support from parents.”*

Teacher B: *“Some parents do not buy their children stationery and learners disrupt classes when they borrow stationery from other learners and it wastes time. The noise level in the class becomes too much when learners stand and walk to other learners to borrow stationery. The learners do not care for their stationery, they lose pencils and sweep them out of the class, my task is to pick them up and put them in my bag so that I can give them back to the learners when they need them.”*

Teacher H: *“In our school some of the parents are still young and have not even completed their schooling, so they don’t have time to help their children with school work. They are selfish and want to concentrate on their own school work, forgetting that they have to be responsible and play their part as parents to support their children. They do not even show support by attending parents’ meetings. They think that teachers must do everything alone. The SMT should take it upon themselves to speak to those parents and make them see that we need their partnership and co-operation in implementing the curriculum so that learners can perform well.”*

Sub-theme 7.3: Parents must help with discipline matters

Discipline problems are on the rise in schools. Since the abolishment of corporal punishment, teachers have had to adopt alternative discipline measures which do not prove to be effective. All the stakeholders in education have to work together to come up with effective discipline strategies. Parents have to be extremely active in assisting teachers to discipline their children.

Teacher C had the following comment on the issue of discipline: *“Parent must help with disciplining of their children. Discipline is a serious problem now in schools, so parents must help to discipline their children.”*

Teacher F shared the sentiment by commenting that: *“CAPS needs a person who has a strong character, parents need to teach their children discipline and how to behave in class and how to have resilience.”*

Sub-theme 7.4: Parents who are not educated

Some parents may have the willingness to help their children but are not able to because they are not educated. Teacher H comments on this in the following statement: *“Some of the projects require involvement from the parents but some of the parents do not have that educational background to be able to help their children. CAPS has got too much work, too many activities in one day and homework must be done every day. There are*

lots of projects that must be researched on the internet and learners need their parents to help them with this research, but unfortunately some parents do not have access to the internet to be able to google information. Therefore, some children are not exposed to the technology of the internet because they don't have access to those things in their homes".

4.3.2.8 Theme 8: Unavailability of Teaching and Learning Support Material

Sub-theme 8.1: Lack of teaching and learning support material

The lack of teaching and learning support material affects the implementation of CAPS in a negative way. Below are the responses of teachers that affirm this statement:

Teacher A: *"We do not have material such as books and textbooks. That causes a delay because you will have to go and photocopy so that learners can read whilst you are teaching but sometimes it is a problem because you will have broken machines, and therefore, cannot make photocopies. Seemingly, the problem lies with the schools because government does give the schools funds for books. Therefore, it appears that the problem lies with the school management teams."*

Teacher D: *"The lack of teaching and learning material affects teaching negatively because teachers are not able to teach without the necessary material. Our school is fortunate because we have enough teaching and learning material and have a positive mindset of improvising by making our own learning material and teaching aids. Sometimes you buy them from your own money or ask donations from parents to buy certain material. If you have a love for teaching like I do, you will do your best to look after the interests of the child. You will ignore other negative factors and do your best to teach the child."*

Teacher F: *"We don't have teaching and learning support material. We were promised those things but we never received them. We don't have enough books and we have to rely on making copies which is time consuming. You have to photocopy and paste the material, we don't get the department's support with learning material. You can't teach properly because of a lack of material, especially counting material for Maths. Most of the time parents cannot buy the learners Maths material such as abacus apparatus because of poverty and unemployment. When the school has that equipment, the learners do not look after it and loose it which affects teaching negatively because you cannot perform to your best level when there is a shortage of material."*

Sub-theme 8.2: Developing a culture of looking after resources

Learners should be encouraged to look after textbooks which they are supplied with by the government.

Teacher A: *"The CAPS document is helpful but we don't have material for learners so that you can teach them. The books are old and not in a good condition, if you report the matter, the principal will say call the parents, every child that lost a book must pay and then the parents will pay but the following year the same problem will exist. We are trying but it's not easy because our children do not care. Our children need to start caring for their books and must look after them"*.

Teacher G: *"It is the responsibility of the parents and teachers to teach learners discipline and to care for their school. The learners must be taught discipline that they must use the toilets properly and that they must not vandalise the infrastructure in the school like breaking windows or chairs. The learners must be taught to love their school and look after the property of the school in the same way they look after property in their own homes. They must be taught a culture of loving their schools and the equipment in their schools. They must take pride in their school, love it and protect it"*.

Teacher H: *"We are trying to instil a culture of loving our school and looking after the infrastructure of our school but it's challenging because our learners are in the habit of*

writing on desks and vandalising the school infrastructure. The background of the learners contributes to their behaviour, some come from violent backgrounds and some come from child-headed homes. Some come to school just for the sake of coming to school, and some come to school to get a meal because there is not food in their homes”.

Sub-theme 8.3: Lack of resources due to criminal elements

Crime in South Africa is rife and it affects all sectors, including the education sector. As an example, when criminals steal electric cables nearby a school, the education of the learners is affected as without electricity teachers cannot use photocopy machines and learners cannot use computers to do school work or research projects. Teacher G had this to say regarding the issue of crime that leads to lack of resources in schools: *“Vandalism and theft of computers affects CAPS implementation negatively because teachers use the resources of computers in teaching. Some of the lessons on the computer programmes are very helpful in the classrooms, for example the concept of 3D shapes in Maths is explained better in the computer programme than in the Maths rainbow book, so when the computers are stolen, it disadvantages curriculum implementation”.*

4.3.2.9 Theme 9: Overcrowded Classrooms

According to the Department of Basic Education, the ideal teacher learner ratio should be 1:35. Overcrowding in the classes negatively impacts curriculum implementation.

Teacher C comments on overcrowding by stating the following: *“I have 42 learners in my class, they are too many. If we are saying the correct teacher learner ratio is 1:35 then there is overcrowding in my class, there are too many learners and it is difficult to control them. Learners with barriers that are in my class cannot be properly attended, it means that they must be allocated another class. They need an expert, someone who is trained for them to accommodate them because if you focus on them the other learners fall behind in their work. My view is that the department must employ more teachers, the focus must be on Foundation Phase”.*

Teacher F shared the same sentiments by stating: *“The overcrowding creates congestion and the learners are always tired and you can’t reach all of them. So, you are not able to attend to them all of the time because there are too many of them in the class. Foundation Phase learners are small and require your attention and supervision all of the time. The environment is not conducive to learning and you’ll find that out of the group of 42 learners, you only gave 10 learners attention and these are mostly the clever ones, leaving behind the slow ones who need your attention the most. By the time you go back to those learners with learning barriers, they have lost a lot of information”.*

4.3.2.10 Theme 10: Progressed Learners

One of the challenges teachers face is progression of learners who are not yet competent. This poses to be a serious problem in later years because learners did not fully understand concepts as they are just progressed to the next grade. As a result, one may find grade seven learners who are not able to read and write. As such, Foundation Phase teachers are blamed as learners’ comprehension is developed and grounded in this phase.

Teacher A supported this fact by stating: *“Sometimes CAPS doesn’t move with the learners, before the focus was on reading and writing but now the focus is not on that, there is a lot that we are doing with the learners and it makes the learners to pass even though they are not ready to move to the next grade because we are given a rubric. With a rubric every learner must have a mark, for example a rubric will say that the learner must be given five marks even in situations where the learner does not deserve that five marks, so it makes the learners to pass even when they are not ready or competent for the next grade.”*

Teacher C emphasized the issue of progressing learners who are not yet competent by stating the following: *“The Foundation Phase is a problem and parents do not co-operate when we ask them that their children must repeat a grade, they do not want that. When a teacher says a child is not ready to be promoted to the next grade, a parent must*

understand because a teacher knows when a child is not ready to move to the next grade”.

4.3.2.11 Theme 11: Lack of Teacher Initiative

Teachers feel that CAPS restricts their teaching because it is too prescriptive in telling them what they must teach and when. They feel that they should have discretion of how to structure their teaching because they have knowledge of their learners. Teacher C alluded to the following statement: *“CAPS curriculum channels our teaching extensively, this results in us having children who cannot read and write. Learners are unable to read and write and there is not enough time to teach them. Sometimes the documents channel us to do things in a certain way. If you don’t do it that way, the LF will fight with you. So, what I do sometimes when I teach, I don’t follow what is in the guideline documents, I change the pattern, I teach the way that I know learners will understand. LF’s can be an obstacle when they channel you to do things the way they want or to do them the way they have been drafted in CAPS.”*

Teacher C further commented on the problems of CAPS restricting their teaching with this statement: *“Too many things are introduced by the department. At the moment, we have the policy document and we have the Angie book. All these documents do not speak to another, it creates confusion to the teachers. Teachers must be given the discretion to teach the way they want, most of their documents channel the teachers which is a problem. So, I normally give my teachers an idea that they can teach the content the way they think learners will understand.”*

4.4 Chapter Summary

This chapter presented and evaluated both quantitative and qualitative data. Descriptive and inferential statistics were used to present and analyse quantitative data. This included biographical data of the teachers, their teaching experience and qualifications, and the number of learners in their classes. Correlation coefficient, t-test and ANOVA were done to test the hypotheses. Qualitative data was presented on the

challenges that Foundation Phase teachers experience, such as the enormous workload that CAPS has created which is a burden to teachers and the lack of or poor in-service training. Another issue addressed is the unavailability of learning and teaching support material to ensure effective CAPS implementation. The ensuing chapter discusses the findings, provides recommendations and draws the necessary conclusion.

CHAPTER 5

SUMMARISED FINDINGS, IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

5.1 Introduction

This chapter presents the summarized findings, implications, recommendations and a conclusion for this study. These include the findings and implications from the literature review as well as those obtained from the questionnaires and interviews. The chapter provides concluding comments as well as suggested recommendations and possibilities for future research. The following are the research questions, which were investigated in this study:

- How do Foundation Phase teachers implement curriculum and assessment policy statement in the classrooms?
- What challenges do Foundation Phase teachers experience when they implement curriculum and assessment policy statement in their schools?
- What kind of support do Foundation Phase teachers receive when they implement curriculum and assessment policy statement?
- Is there a statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement?
- Is there a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of the curriculum and assessment policy statement?
- Is there a statistically significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase?
- Is there a statistically significant difference between teachers with a teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase?

5.2 Summarised Findings of the Study

The Department of Basic Education in South Africa embarked on curriculum reform yet again in 2012 when it moved from the NCS to CAPS. This occurred after the Minister of Basic Education, Angie Motshekga, established a review committee who made recommendations. The curriculum has been gradually phased into the Foundation Phase but there have unfortunately been many challenges with regards to its implementation. This research study is vital as it addresses teachers' views on the difficulties they encounter in implementing CAPS in the Foundation Phase. By highlighting the challenges experienced by teachers, the researcher has been able to develop recommendations to facilitate an improved understanding of the curriculum and to promote effective CAPS implementation in the Foundation Phase.

5.2.1 Summarised Findings and Implications of Literature Review

The summarised findings and implications of the literature review relay topics such as capacity to support innovation, support from outside agencies, policy on education, resistance to change, pedagogy, inclusive policy, the role of parents and the school management team in curriculum implementation, in-service training and continuous professional development, assessment methods, content knowledge, availability of learning and teaching support material, as well as availability of infrastructure.

5.2.1.1 Capacity to Support New Curriculum Innovation

One of the findings is that the Department of Basic Education introduced CAPS without taking into account that the implementation of a new curriculum requires capacity in order for the implementation to be successful and effective. Rogan and Grayson (2003) explain the concept of capacity to support innovation in an attempt to understand that there are elements, such as adequate school facilities, that can assist the effective implementation of a new curriculum (cf.2.2.5.2). Other aspects, which facilitate the successful implementation of a new curriculum, are the availability of adequate infrastructure and of teaching and learning support material. Due to South Africa's political history, schools are diverse and their ability to implement a new curriculum are

not the same. For instance, schools that are well resourced are likely to find it easier to implement a new curriculum compared to schools that are disadvantaged and under-resourced.

5.2.1.2 Support from Outside Agencies

Literature suggests that outside agencies such as government departments, donors, non-governmental organisations and teacher associations and unions should work together with schools to support curriculum implementation (cf.2.2.5.3). The focus should be on the design of the support, rather than on the effect (Rogan & Grayson 2003). Furthermore, schools need support from district or provincial officials outside of the school setting to assist in curriculum implementation.

5.2.1.3 Policy on Education

The reasons for poor implementation processes may be because policy plays a symbolic rather than a pragmatic role. In its symbolic role, the policy paints an image of an ideal world, which policy drafters work towards. Literature indicates that policy on education paints an ideal vision or picture of a school set up but lacks practicality (cf.2.7.1). The reason is that when policy is drafted, consultations are not held with the teachers whose work it is to implement the education policies. The members of the task team appointed by the minister of the Department of Basic Education to review the NCS concluded that a new education policy was necessary. Govender (2008) points out that the formulation of policy in the school segment has become the duty of government policy designers and policy experts, while its implementation is seen as the responsibility of teachers. Therefore, the implication is that teachers feel alienated, as they are not included in policy formulation, the policy is simply distributed to them to implement. This lack of consultation creates a wide gap between policy formulation and policy implementation.

5.2.1.4 Resistance to Change

Changes to curriculum are ongoing as when society changes, the curriculum also changes to cater for the changing needs of the society (cf.2.5). Literature suggests, however, that ongoing curriculum changes are too overwhelming for teachers who in turn end up resisting them. Mata (2012) maintains that a change in teachers' mindset is crucial, as the main barrier to curriculum innovation is teacher's resistance to change. Therefore, literature indicates that in order to avoid resistance to change, teachers must be provided an opportunity to have a say in the curriculum change by involving them in curriculum development processes instead of imposing a curriculum on them, which leaves them helpless and frustrated.

5.2.1.5 Pedagogy

CAPS advocates for the adoption of pedagogy that is learner-centred (cf.2.8.2). In the past, the teacher was regarded as the bearer of knowledge and information; hence, the role of the teacher was to transfer this knowledge and information to the learners who had a role to passively absorb this knowledge. Literature shows that the role of the teacher has transformed from being the provider of knowledge to being the mediator or facilitator of learning. The teacher guides the learners to realise their own knowledge through discovery, problem-solving and co-operative learning methods. For example, in a science class, a teacher might give learners guidelines of how to do an experiment, let them ask questions, observe and analyse by giving conclusions based on what happened (Hoadley & Jansen 2012). This implies that CAPS disregards the fact that the teacher's knowledge is one of the fundamental features of pedagogic, professional and subject identity and to change this role to that of a knowledge manager and facilitator is an extreme form of disempowerment for many teachers. Another way that pedagogy has been influenced by CAPS is that teachers have to modify their teaching to cater for learners with diverse learning needs.

5.2.1.6 Inclusive Policy

CAPS advocates for the principle of inclusivity in the classroom. South Africa's inclusive education policy is built on the belief that all children can learn and benefit from learning

together at their local schools. According to this policy, learners with learning barriers have a right to an equal and quality education and therefore these learners are now accommodated in mainstream schools. Literature suggests, however, that this poses a serious challenge, as teachers must structure their lessons in a manner that will cater for the diverse needs of learners, which is not an easy task. Furthermore, Hoadley and Jansen (2009) argue that teachers must be sensitive to the learners, identify and respect their differences. This may lead to ineffective implementation of the curriculum if teachers do not receive proper support from the parents and school management teams (cf.2.7.2).

5.2.1.7 The Role of Parents

As the main educators of children, parents have an important role in the effective implementation of CAPS by helping their children with schoolwork. Du Plessis *et al.* (2007) argue that parental involvement contributes to the successful implementation of any curriculum and further mentions that it is vital for a two-dimensional communication to exist between parents and teachers (cf.2.9.7). This will simplify the implementation of the curriculum and contribute to a successful teaching-learning process. The more involved the parents are to the education of their children, the greater the influence will be on the children's development and educational performance. Teachers cannot, however, rely only on parents' support. School management teams are also expected to provide teachers with emotional and material support for the effective implementation of the curriculum.

5.2.1.8 The Role of the School Management Team in CAPS Implementation

During the process of change, school management teams have a duty to manage change into the new curriculum and provide support to all teachers at their schools (cf.2.7.3). As change can be viewed as intimidating and hostile by some teachers, it is the responsibility of the school management teams to motivate the teachers to accept the change. Literature suggests that curriculum change is a delicate process and it must be closely managed, controlled and monitored by school management teams. The Department of Basic Education (2009) posits that not all school principals are familiar

with the curriculum, especially those who do not teach. The responsibility, therefore, lies with the principals to acquaint themselves with the curriculum so that they can offer adequate support to the teachers.

The school management teams must provide monitoring and support to the Foundation Phase teachers when they implement the curriculum (cf.2.7.3.2). Monitoring can be in the form of class visits. The purpose of the class visits is not to highlight the teachers' mistakes but to make sure that the standards of quality teaching are met and preserved. After class visits, feedback must be given. The intention of the feedback is to assist teachers to reflect on their classroom practice and recognise how it impacts on the teaching-learning process. Through monitoring and support, teachers are able to gain knowledge of their mistakes and shortcomings, which helps them to develop better knowledge and skills for effective teaching (cf.2.7.3.5).

Principals, together with other members of the school management team, can carefully plan for the creation of productive learning environments at their schools. A positive instructional climate could exist if the SMT are enthusiastic, knowledgeable, energetic and communicative leaders. Literature confirms that a positive instructional climate nurtures the spirit of cooperation and collegiality (cf.2.7.3.6). It additionally motivates teachers to face the challenges of curriculum implementation with confidence. Furthermore, this is possible if teachers are exposed to in-service training and continuous professional development.

5.2.1.9 In-service Training and Continuous Professional Development

Training is the most feasible opportunity to update teachers on developments in the curriculum (cf.2.7.4.1). It is for this reason that teachers require more training to deal with new information on the curriculum change (Taole 2013). Unfortunately, there is a lack of teacher training which negatively affects the successful implementation of CAPS. Literature indicates that the available training is not sufficient, and the study revealed criticism of its duration and length. If the training provided is too short, it does not provide enough information and skills to the teachers. It is even less effective if there are no follow-ups. Professional development that takes place over a longer duration will most

likely provide learning opportunities which are useful for teachers to apply the new information acquired. Follow-up visits after training are essential to ensure that the curriculum is implemented accurately. Support after training also provides the teachers with a platform to clarify certain issues, which they learned at the training and are perhaps struggling to implement (cf.2.7.4.4). Literature further suggests that this kind of support allows the teachers to put into practice what they have learned and perfect it.

Another important aspect of training is the quality of trainers selected to do the training. Trainers need to be carefully selected; they must be professionals and experts in a particular field in the curriculum (cf.2.7.4.2). Trainers should also be able to effectively impart knowledge to teachers who will use the newly acquired curriculum knowledge in the classroom. One of the objectives for teachers is to continually develop themselves in order to increase their teaching knowledge and skills and stay informed on current developments in education. Teachers are aware of their shortcomings and know which areas of the curriculum they need to be trained in. Teachers are, therefore, able to identify areas in which they need professional growth and utilise all the opportunities provided to them (Department of Education 2007). This implies that the implementation of CAPS needs to be directed with effective training that takes into consideration the needs of teachers in the Foundation Phase and thereby provides them with relevant training and information-sharing platforms.

5.2.1.10 Assessment Methods

The Department of Basic Education (2012) has designed the National Protocol on Assessment aimed at offering a structure to guide teachers on how assessment should be performed to ensure effective teaching and learning (cf.2.7.5). Informal assessment methods are used to give feedback to the learners and teachers. Moreover, they assist in closing the gaps in learners' knowledge, skills and teaching. During formal assessments, information is gathered on the performance of learners through tests to decide on the level of educational achievement or to analyse other aspects of the learner's performance or conduct. Foundation Phase teachers must explain to the learners which knowledge and skills are being assessed and the required length of responses. Progression of learners in Grades 1 to 8 to the next

grade is based on recorded evidence in formal assessment tasks (cf.2.7.5.5). Formal assessment tasks are documented and used to decide whether a learner is able to progress to the next grade. The implication is that teachers must have knowledge and awareness of assessment strategies and their teaching practices must be in line with them.

5.2.1.11 Content Knowledge

An absence of content knowledge on the part of the teachers deters effective teaching and learning (cf.2.8.1). Sharp, Hopkins, & James (2009) allude that many teachers do not have both the subject knowledge and the pedagogical content knowledge needed to implement the science curriculum effectively, which shows that a proper understanding of policy and practice is needed. A teacher needs to have adequate specialised knowledge on the content or subject in order to impart information to learners. Teaching and learning cannot be effective if teachers are teaching subjects that they were not trained to teach. Teachers must be well trained in specific subject domains or phases so that they can become subject or phase specialists. This will enhance education as the teachers will be masters in their respective fields and will effectively impart their specialised knowledge and skills to the learners. Another important aspect in content knowledge is support from stakeholders. Stakeholders in education, such as the school management team, curriculum advisors, inspectors, experienced teachers and educational researchers can form a support system to assist teachers in curriculum implementation.

5.2.1.12 Availability of Learning and Teaching Support Material

Learning and teaching support material plays an important function in the successful implementation of a curriculum. If teachers do not have an adequate supply of textbooks and workbooks, they will be unable to teach learners properly. Brown & Gordon (2009) believe that learners learn better in classrooms that are adequately resourced and furnished with material relevant to the age group being taught (cf.2.8.3). The gap, however, between well-resourced schools and under-resourced schools still exist in South Africa. The implication is that teachers in schools, which have a shortage of resources, are surprisingly still expected to implement the CAPS policy with

confidence. It is, however, extremely challenging, if not impossible, for teachers in such schools to implement the curriculum without the necessary resources.

5.2.1.13 Availability of Infrastructure

Infrastructure in schools should not only be available to ensure that learners receive an education but should also provide quality of education through provision of a comfortable, safe and healthy environment for learners (cf.2.9.5). Schools should be provided with the necessary infrastructure, which must be looked after to avoid deterioration. Literature indicates that most schools lack the proper infrastructure to realise the content of the curriculum policy. Broken chairs, broken windows, lack of security and lack of proper hygienic toilet facilities all violate the rights of learners to human dignity that is enshrined in the South African Constitution.

5.2.2 Summarised Findings and Implications of Questionnaire Data

The following paragraphs provide the findings and implications of the descriptive and inferential statistics.

5.2.2.1 Findings and Implications of Descriptive Statistics

The summarised findings discussed below provide answers to the following research questions:

- How do Foundation Phase teachers implement curriculum and assessment policy statement in the classrooms?
- What challenges do Foundation Phase teachers experience when they implement curriculum and assessment policy statement in their schools?
- What kind of support do Foundation Phase teachers receive when they implement curriculum and assessment policy statement?

- **Foundation Phase teachers' views on the curriculum and assessment policy statement**

The finding is that the involvement of teachers in curriculum development processes is crucial (cf. Table 4.2). Teachers disagree with the top-down approach that entails curriculum being designed elsewhere and imposed on them to implement without their input and most importantly without proper training taking place prior to the implementation process. Teachers feel frustrated and helpless when they have to implement a new curriculum, which they do not have the necessary knowledge and information on. Teachers emphasise that extensive training should take place before they are expected to implement a new curriculum to ensure successful implementation.

It is evident that not involving teachers in developing a curriculum alienates them and this results in them not seeing the benefit of the new curriculum. The introduction of CAPS has created an enormous burden on teachers as curriculum implementers and therefore they do not appreciate the introduction of the curriculum by the Department of Basic Education. The implication is that teachers show a lack of appreciation for the new curriculum; hence, there may be an element of resistance and a lack of co-operation. Teachers may therefore adopt a negative attitude towards the curriculum. If the teacher as the implementer of the curriculum has a negative attitude, then the curriculum will be negatively implemented. The consequence of a negative attitude from the teachers is a negative school climate, which does not promote a positive atmosphere for learning.

- **The role of Foundation Phase teachers in the implementation of the curriculum and assessment policy statement**

As already stated, teachers are of the view that they should have a say in curriculum development processes. Although they disagree with how the curriculum was introduced, the finding is that they have nonetheless welcomed the new curriculum which has assumed new teaching approaches, shifting from the old teaching approach which was teacher-centred to the new teaching approach which is learner-centred (cf. Table 4.3).

Furthermore, there is agreement between teachers that it is not difficult to implement CAPS in the lesson presentations and that it is not time consuming to adopt teaching approaches that are learner-centred in the Foundation Phase. This links with the finding above that teachers have welcomed the new learner-centred teaching approach brought on by CAPS. The dissatisfaction that the teachers had regarding the manner in which CAPS was introduced implied that teachers would resist CAPS and refuse to implement it. This was, however, surprisingly not the case; teachers welcomed the new learner-centred approach and found it easy to prepare lessons in the new CAPS curriculum.

- **The role of the school management team in the implementation of the curriculum and assessment policy statement in the Foundation Phase**

The finding is that teachers believe that the SMTs manage the implementation of CAPS successfully in their schools (cf. Table 4.4). The SMTs also recognise good practices when teachers implement CAPS. Teachers do not fully agree, however, that the principals are doing enough to ensure that teachers understand how to implement CAPS. This implies that teachers are not provided with adequate opportunities for in-service training and continuous professional development. The SMT's must therefore work harder to identify areas where teachers need improvement in order to efficiently implement CAPS.

- **In-service training and the continuous professional development of Foundation Phase teachers**

The finding is that teachers place great emphasis on training. They believe, therefore, that on-going training is the most viable option of gaining the information on developments in the curriculum if they are to change their traditional ways of teaching when they implement CAPS (cf. Table 4.5). Teachers are of the view that the poor CAPS training they have been exposed to has resulted in them teaching poorly in their classes. This implies that training is at the core of determining whether CAPS can be successfully implemented or not. To date, teachers are not satisfied with the training received. In addition, there are no external curriculum experts who can visit the teachers at schools to offer them on-going training in CAPS.

- **Assessment of Foundation Phase learners**

The finding is that teachers recognise that assessment of learners is an integral part of the teaching-learning process (cf. Table 4.6). Teachers do not use informal assessment methods often, but do use formal assessment methods to ensure accuracy and fairness. They assess learners in order to see where their teaching strategies need to improve. Teachers also indicate that assessment tasks prepare learners for the intermediate phase. The implication is that teachers do not give learners informal assessment tasks because of a lack of time or because they do not see the necessity of using informal assessments. Informal assessments are, however, valuable as they can be used to provide feedback to the learners and teachers. Informal assessments are also useful in closing the gaps in learners' knowledge and skills to enhance the teaching-learning process. Formal assessments are summative because the marks are documented and used to conclude if a learner should pass or be promoted to the next grade. When teachers use informal assessments, they are able to see where the problem areas lie and where the learners are struggling. They are then able to plan how they can improve the learners' performance.

- **Content Knowledge of Foundation Phase Teachers**

The finding is that Foundation Phase teachers believe that they have content knowledge for all subjects they teach. The content knowledge that they have supports them in implementing CAPS successfully (cf. Table 4.7). Teachers are also confident in teaching the content of all subjects in the Foundation Phase. Moreover, teachers perceive that their curriculum advisors also have content knowledge. Teachers also believe that they adopt teaching approaches advocated by CAPS. This implies that teachers are satisfied with the content knowledge that they have and feel that they are able to confidently deliver it to the learners. The challenges that teachers experience in curriculum implementation are, therefore, not related to the content or subject matter as the findings indicate that the teachers do not have a problem with content knowledge.

- **Pedagogy Knowledge of Foundation Phase Teachers**

The finding is that the teachers who participated in this study believe that they promote learner activity when they teach (cf. Table 4.8). They also believe that their learners engage with the learning material during teaching which is why there is less teacher talk and more learner talk in their classrooms. Learners, therefore, are not passive recipients of knowledge and teachers do not dominate the teaching-learning process. The teachers in this study have clearly welcomed the new teaching approach of being learner-centred, as advocated by CAPS. Unlike in previous curricula where the teacher did all the talking and learners would passively absorb the information, in CAPS the learners are active participants in the learning process as they engage with the material. They are active in discovering new knowledge and concepts on their own under the teacher's guidance.

- **The Application of Inclusive Education in the Foundation Phase**

This study has revealed that teachers do take the inclusivity principle into account when they implement CAPS in the classroom as they clearly show appreciation for children who are from different socio-economic backgrounds. All the teachers who participated stated that they work hard to accommodate learner diversity in their classrooms (cf. Table 4.9). Although it is difficult to cater for all learners with diverse learning needs in a single classroom, teachers do employ certain methods to accommodate these learners. This implies that teachers do their best to comply with the policy on inclusivity, challenging as it is. Most importantly, it reflects the nurturing and supportive characteristics of teachers. Their role requires them to be caring and sensitive to learners from diverse backgrounds and to respect their differences.

- **Availability of Resources in the Foundation Phase**

Effective implementation of CAPS requires provision of adequate resources and facilities. The findings reveal that although most classrooms have adequate furniture and are suitable for the implementation of CAPS, the schools do not have other important facilities such as well-equipped libraries (cf. Table 4.10). Furthermore, most schools do not have adequate financial resources to allow teachers to implement CAPS efficiently. Unavailability of resources implies that the successful implementation of

CAPS is hampered. Teachers cannot teach without the necessary resources. If a school does not have a library facility, for example, it is difficult for learners to do research projects and this also affects the culture of reading in a negative way as there are no books for learners to read.

Furthermore, most schools do not have the adequate infrastructure to provide learners with a safe and healthy learning environment. The Department of Basic Education has, therefore, not adhered to their constitutional mandate of providing learners with a safe and healthy learning environment. For example, the unavailability of water and filthy toilets poses a health risk to learners. They can contract diseases and infections from dirty, unhygienic toilet facilities.

- **School Climate**

This study revealed that in most schools there is a positive school climate. This fosters co-operation and collegiality (cf. Table 4.11). Teachers perceive this type of environment as one which promotes the successful implementation of CAPS. The teachers do feel, however, that there is not enough parental involvement. This implies that parents are not aware that their participation is key in helping teachers to successfully implement CAPS. Parents have an incorrect perception that the education of their children is the sole responsibility of the teachers. More effort needs to be placed on educating parents that their involvement is essential in the education of their children.

- **Availability of Learning and Teaching Support Material in the Foundation Phase**

The finding is that the provision of learning and teaching support material is not sufficient to ensure the effective implementation of CAPS (cf. Table 4.12). Both teachers and learners do not have enough teaching and learning support material. The unavailability of learning and teaching support material can result in the implementation of CAPS being flawed. No curriculum can be appropriately implemented without learning and teaching support material.

5.2.2.2 Findings and Implications of Inferential Statistics

The summarised findings discussed below provide answers to the following research questions:

- Is there a statistically significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement?
 - Is there a statistically significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified in the implementation of the curriculum and assessment policy statement?
 - Is there a statistically significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase?
 - Is there a statistically significant difference between teachers with a teaching experience of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase?
-
- **The relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement**

Findings on Group 1 Hypotheses

The following null and research or alternative hypotheses were tested:

H_0 = There is a statistical significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

H_1 = There is a statistical significant relationship between Foundation Phase teachers' views and their implementation of the curriculum and assessment policy statement.

In this study, there is an indication that there is a very strong positive relationship between Foundation Phase teachers' views on CAPS and their implementation of CAPS (cf. Table 4.16). This also implies that teachers' views contribute to the implementation of CAPS in the Foundation Phase classrooms. There is, therefore, a statistically significant relationship between Foundation Phase teachers' views and their

implementation of the curriculum and assessment policy statement. Consequently, the null hypothesis is rejected whilst the research hypothesis is accepted.

The implication is that teachers' views matter as this influences how they implement CAPS. If teachers are negative and reject CAPS, they will sabotage its implementation. If teachers are positive, they will create a conducive environment and find solutions to challenges that hinder effective implementation of the curriculum.

- **The implementation of the Curriculum and Assessment Policy Statement in the Foundation Phase**

Findings on Group 2 Hypotheses

The following null and research or alternative hypotheses were tested:

H_0 = There is no statistical significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of the curriculum and assessment policy statement.

H_1 = There is a statistical significant difference between teachers who are qualified to teach Foundation Phase learners and those who are not qualified to teach Foundation Phase learners in the implementation of the curriculum and assessment policy statement.

The findings reveal that there is no significant difference in scores for Foundation Phase teachers who are qualified to teach and those who are not qualified to teach the Foundation Phase in their implementation of CAPS (cf. Table 4.17). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected. This implies that the concerns that teachers have in CAPS are not guided by their educational qualifications. Teachers experience challenges in the same way, irrespective of their educational qualifications. The problems encountered in the implementation of CAPS by Foundation Phase teachers are therefore universal and representative of the entire population of teachers in the Foundation Phase.

Findings on Group 3 Hypotheses

The following null and research or alternative hypotheses were tested:

H_0 = There is no statistical significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistical significant difference between young, middle-aged and old teachers in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

The finding is that there was no statistical significant difference in CAPS implementation scores for the three age groups (cf. Table 4.18). Therefore, the responses of the three age groups did not differ significantly. As a result, the null hypothesis is accepted whilst the alternative hypothesis is rejected. This implies that the challenges experienced in CAPS implementation were experienced the same way by teachers of different age groups.

Findings on Group 4 Hypotheses

The following null and research or alternative hypotheses were tested:

H_0 = There is no statistical significant difference between teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistical significant difference between teachers with teaching experiences of 1-5 years, 6-21 years and 22-37 years in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

The findings indicate that there was no statistical significant difference in the implementation of the curriculum and assessment policy statement scores for the three teaching experience groups (cf. Table 4.19). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected. Teachers with little teaching experience viewed challenges in the same way as teachers who have more teaching experience.

This highlights that the curriculum is dynamic and continually changing in order to cater for the different needs of society, hence the number of years of teaching experience have no effect on how teachers experience CAPS.

Findings on Group 5 Hypotheses

The following null and research or alternative hypotheses were tested:

H_0 = There is no statistical significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

H_1 = There is a statistical significant difference between teachers who teach 5-35 learners, 36-40 learners and 41-60 learners in the implementation of the curriculum and assessment policy statement in the Foundation Phase.

The study revealed that there is no statistical significant difference in the implementation of CAPS between teachers who teach the different three class groups (cf. Table 4.20). Therefore, the null hypothesis is accepted whilst the alternative hypothesis is rejected. This implies that the teacher to learner ratio does not affect how CAPS is implemented. Problems experienced in CAPS are similar irrespective of the size of the class.

5.2.3 Summarised Findings and Implications of Interview Data

The following paragraphs provide summarised findings and implications of interview data.

5.2.3.1 Foundation Phase teachers' Views on the Challenges they Experience When they Implement the Curriculum and Assessment Policy Statement

- **The Introduction of the Curriculum and Assessment Policy Statement**

The introduction of curriculum assessment and policy statement is problematic as it has not enhanced the education system but rather has increased the workload of the teachers (cf. Table 4.3.2.1). This is the view expressed by the teachers. Therefore, the

teachers do not recognise the need for the Department of Basic Education to introduce CAPS. The administration work of the teachers has increased and there is a lot of paperwork, which decreases the amount of teaching time that teachers have. The teachers also do not appreciate the fact that they have to teach content that is difficult to the learners, which is impractical given the short space of time they have. As a result, teachers will teach with the mind-set of finishing the syllabus regardless of whether learners understand it or not. Teachers have indicated that they do not have time to revise the work and make sure that learners understand the concepts. There is, however, one teacher in the study who advocated for the introduction of CAPS and believes that teachers who oppose CAPS do not have an open mind-set.

Teaching difficult content in a fast-paced manner is problematic as it creates a range of issues. The learners are not able to understand the work, and this in turn creates barriers to learning which were initially not there. The study revealed that too much is required of the curriculum in too limited a timeframe. The finding is that learners cannot cope. It becomes even more difficult to teach learners who have special learning needs. Another problem that has occurred with the introduction of CAPS is the change in teaching method. The learner-centred approach raises problems in that learners are placed in charge of their own learning and must discover knowledge on their own. This is problematic, as some of the learners do not have the ability to do so. This implies that learning cannot effectively take place and teachers could feel useless and have a misperception of what their role is as teachers.

- **The Implementation of the Curriculum and Assessment Policy Statement in the Foundation Phase is a Burden**

Teachers feel that the implementation of CAPS in the Foundation Phase is a burden, as they feel overloaded with paperwork (cf.4.3.2.2). This affects teaching and learning in a negative way as taking too much time to do paperwork results in teachers falling behind in their teaching duties. CAPS is also perceived to be a burden because the policy on inclusion requires that learners with learning barriers be accommodated in mainstream schools. Teachers have to teach learners with different learning needs at the same time. This implies that teachers have to be knowledgeable in identifying different learning needs as well as be skilled in employing strategies on how to teach

these learners. Teachers, therefore, have to be well trained in this area of work, which is something that has been revealed to be lacking in the findings mentioned above (cf. 5.2.2.1).

- **It is Difficult and Time Consuming to Implement the Curriculum and Assessment Policy Statement in the Foundation Phase**

Teachers believe that it is difficult and time consuming to implement CAPS in the Foundation Phase because the content is extremely difficult for the age group of learners (cf.4.3.2.3). Only a few learners are capable of understanding the difficult concepts. The content is too complicated and repeating it is time consuming, with too little time allocated to do revision. Teaching young learners requires the use of colourful visuals and repetition so that learners can understand. Teaching young learners new concepts must be done at the appropriate pace and there must be many breaks in between as young learners cannot concentrate for too long a period.

The use of objects is also beneficial to make the learners understand as learners are taught concepts in a practical way. The implication is that CAPS has not been designed in a manner that recognises the process that takes place in the teaching of young learners. To teach a child how to read and write takes more time than the time stipulated in CAPS. Teachers feel that the pace of teaching stipulated in CAPS is completely wrong. The consequence of rushing through the work that is promoted in CAPS is that the schools end up having learners who can neither read nor write.

- **Lack of the School Management Teams' Assistance in the implementation of the Curriculum and Assessment Policy Statement**

Interview results show that there is a problem of a lack of learning and teaching support material (LTSM) in most of the schools. This hinders effective implementation of CAPS (cf.4.3.2.4). It is the responsibility of the SMT to ensure that there is adequate LTSM. Foundation Phase learners learn better with visuals, and therefore it is difficult to teach children without visuals to demonstrate what the teacher is talking about. This implies

that the SMT must work extremely hard to ensure that their schools are adequately supplied with LTSM.

Another finding is that SMTs are not assisting in CAPS as they concentrate on management issues and not on CAPS implementation. The SMT's should not only focus on management issues but also provide monitoring and support to teachers in their schools. In other instances, the SMT's do not have the knowledge or skills in how to manage the implementation of CAPS. As a result, SMT's are unable to assist teachers when they experience challenges in CAPS implementation. The SMTs must empower themselves with information and knowledge of CAPS principles and content so that they are in a better position to assist teachers.

- **Lack of In-service Training**

Some interviewees indicated that there was a lack of in-service training in CAPS (cf.4.3.2.5). In the initial stages of curriculum implementation, there should have been adequate training before the rolling out of CAPS but this was not the case. Training should have been extensive so that teachers become well equipped to implement CAPS successfully and with confidence. Teachers maintain that the training they received was minimal and did not afford them with opportunities to learn practically what was being taught. Teachers pointed out that in some instances, the training received was offered by a person who was not knowledgeable on CAPS which was a waste of time for them. It was also mentioned numerous times that ongoing training is essential to ensure mastery of CAPS principles and content. The implication of follow-ups after training is that the trainers are able to check if teachers are correctly implementing what they have learnt during training. Teachers are also encouraged to use the peer system where knowledgeable and experienced teachers train those who need support.

- **Schools' Infrastructure does not Provide Learners with a Safe and Healthy Learning Environment**

Interviews also indicate that many schools do not have the infrastructure required to ensure that teaching and learning takes place in a safe and healthy environment (cf.4.3.2.6). Teachers feel that schools are not safe as they do not have security guards to ensure the safety of learners. Some learners bring weapons to schools and hurt other learners. Some schools do not even have proper fencing to ensure that their schools are properly enclosed. The schools are located in areas that are not safe; hence, many schools experience crime in the form of burglary. Some schools even lack basic infrastructure such as playgrounds where learners can play during breaks. The implication is that this lack of proper infrastructure negatively impacts on teaching and learning. Some schools, for example, have broken windows and in winter, the learners cannot concentrate as they feel cold. While conducting interviews the researcher observed that some schools did not have proper toilet facilities. Other schools had blocked toilets, which made the children sick and as a result absent from school. Being absent from school results in delayed progress in schoolwork and underperformance of learners. Teachers also feel that overcrowding negatively impacts on CAPS implementation as there is often insufficient resources for all learners.

- **Parents' Role in the Successful implementation of the Curriculum and Assessment Policy Statement**

The interviews also revealed that there is minimal parental involvement in children's education (cf.4.3.2.7). Teachers are of the opinion that if parents help their children with schoolwork, it will help to make things easier when teachers implement the curriculum. Parents must provide support by helping their children with schoolwork and monitor their progress. It is unfortunate that some parents shift their parental responsibilities entirely to the teachers and do not cooperate with teachers. Some parents also do not show any interest in helping their children with schoolwork, attending school meetings or in buying their children stationery. CAPS is a demanding curriculum, hence, partnership with parents is essential to ensure its success in the classroom. It is also the responsibility of parents to help in disciplining learners, as teachers cannot do it alone.

Furthermore, some parents may want to help their children with schoolwork but are unable to do so as they are illiterate themselves. This is problematic, as CAPS requires that parents help their children with homework, especially where learners have to research information on the internet and when doing projects. Children who come from poor backgrounds and where there is no access to the internet may use their parents' cell phones to access information on the internet. If parents do not offer this form of support to their children, the children may not perform well in their schoolwork.

- **Unavailability of Teaching and Learning Support Material**

Interviewees revealed that the unavailability of teaching and learning support material deters the enactment of CAPS in the classroom (cf.4.3.2.8). Teachers are not able to teach without the necessary material. Some schools lack even basic resources such as school textbooks. Teachers rely on using photocopy machines to provide information to learners. A problem arises when photocopy machines are not working, which means that learners do not have any material. Teaching without proper material is setting the learners up for failure, as they will not understand the concepts being taught. It is unfortunate that when schools do have equipment, some learners do not take the responsibility to look after them. Teachers feel that a culture of loving one's school and taking care of its equipment must be instilled in the learners, as one cannot perform to one's best level when there is a shortage of learning material. Teachers also feel that sometimes, lack of LSTM is caused by overcrowding in the classrooms.

- **Overcrowded Classrooms**

Teachers suggest that overcrowding in the classes negatively impacts on curriculum implementation (cf.4.3.2.9). Teachers feel that they are not able to control learners in class if there are too many of them. Most importantly, teachers say they are not able to attend to learners with special needs who have been accommodated in their classes. This implies that the learners will fall behind in their work and end up not performing well. Overcrowding causes congestion in the class, making it difficult for the teacher to move around and be able to attend to all the learners. Overcrowded classrooms create an environment that is not conducive to learning as teachers are unable to do individualised teaching. Teachers find it exceptionally demanding to provide special

attention to learners who are incapable of understanding the concepts being taught, especially when they are mixed with intelligent learners.

- **Progressed Learners**

Most teachers have a problem with the practice of passing learners who are not yet competent to move to the next grade (cf.4.3.2.10). The teachers who participated in this study claim that the previous curriculum was correctly structured as the focus in the Foundation Phase was on reading and writing which was correct for the age of the learners. The CAPS curriculum promotes the teaching of many concepts in a short space of time. As such, some of the learners end up not properly understanding the content. This results in these learners being progressed to the next grade even though they are not yet competent. The other issue is of the parents not co-operating with the teachers when they suggest to them that their children must repeat a grade. This is a pity, as a teacher knows when a child is not ready to be moved to the next grade and parents should trust the teacher's opinion on the matter.

- **Lack of Teacher Initiative**

Some teachers believe that CAPS restricts them because it is too prescriptive and directs them as to what they must teach and when they must teach it (cf.4.3.2.11). As professionals, teachers feel that they should be given the discretion in how to structure their teaching as they have the knowledge of their learners as well as tacit knowledge of what is effective in their classrooms. The implication of this prescriptive method is that it promotes a lack of taking initiative. Other teachers may become demoralised because they cannot use their own creative strategies that they believe work better. They just do as they are told and are therefore not motivated to come up with solutions to problems that they encounter when implementing the curriculum.

5.3 Recommendations

The following are recommendations which should be considered in order to alleviate the challenges teachers experience when they implement a new curriculum such as CAPS.

5.3.1 Procedure for the Introduction a New Curriculum

Before a curriculum is initiated, thorough research must be done along with an analysis to check the viability and implications of the proposed curriculum in the South African context. Education researchers should engage in extensive curriculum research studies as well as comparative studies to learn from what has worked in other countries. Researchers must be thorough in their research and come up with findings of what could work in the South African context. Teachers, education specialists and curriculum experts must work together to develop a curriculum that is in line with the needs of the country.

A lengthy consultative process must take place in schools in different education districts throughout the country and time must be taken before a decision is made to introduce a new curriculum. Carl (2010) talks of a curriculum dissemination strategy, called an influencing strategy, which seeks to make the curriculum more acceptable to those affected by involving the teachers in developing the curriculum and using subtle persuasion. Therefore, when teachers are active in the development process, they become aware of the need for change and are prepared to pursue it in a purposeful manner. Teachers' views must be taken into account when a curriculum is designed. After a decision has been made on a proposed curriculum, a pilot study can be initiated to research the feasibility of the proposed curriculum in the South African context. Feedback should thereafter be provided after an in-depth pilot study has been done before a final decision can be taken.

5.3.2 The Introduction of Assistant Teachers in the South African Education

System

To address the burden of paperwork in CAPS, the Department of Basic Education should employ more assistant teachers to lift the burden of enormous workload from teachers to allow them to focus on teaching. The department can also minimise paperwork by creating IT systems where teachers can submit information, reports and

spreadsheets online as opposed to filling out hard copies, which is time consuming and wastes paper. Moreover, teachers should be trained in how to use the IT facilities to enhance their skills.

This study has revealed that teachers are overloaded with work; hence more assistant teachers need to be employed to alleviate this problem. The assistant teachers and class teachers can be exposed to time management skills through training sessions and workshops that tackle the issue of time management in a practical manner. The facilitator can use a teacher's timetable and list of activities, meetings, workshops and extramural activities to practically reveal how they can plan their time with the help of assistant teachers. Through these workshops the teachers and assistant teachers can learn skills on how to maximise their time and use it effectively. Cruickshank, Jenkins and Metcalf (2009) comment on this point and stress that teachers must be able to maximise the amount of time they have available for instruction. Cruickshank *et al.* (2009) maintain that if teachers have more time, they can be able to try other indirect learning strategies such as experimentation and discussion. However, when the time is too limited, there is not enough time to try other teaching and learning strategies. Teachers are then only left with the option of being direct in their teaching; telling learners what they need to know by using the lecturing method as it is a practically efficient way of presenting large amounts of information in a short amount of time.

5.3.3 Teacher Training in the Teaching of Learners with Learning Barriers

Teachers must be taken on extensive training in how to screen, identify, assess and support learners with learning barriers. They should also be trained in how to accommodate these learners in mainstream classes as well as in how to use the learner-centred methods that are encouraged by CAPS. Criticos, Long and Moletsane (2012) emphasise this idea and believe that learner-centred teaching necessitates teachers to understand their learners. This will assist them in appropriate analysis of the learning barriers, correct placement of learners as well as design learning at the appropriate level of learners using suitable methods.

The training facilitator must not only provide information but also prepare a few class lessons to show the teachers how to teach a lesson to a diverse group of learners in a practical way. More information must also be provided on the different learning needs and how to identify and distinguish between them. Information must also be provided on the best strategies of how to teach a range of different learning needs.

5.3.4 Review of CAPS Content and Allocated Teaching Time

The CAPS content must be reviewed, as it is too complicated for learners. It is of no use to teach learners concepts that are too complex for their age because they are unable to understand them. The content must be adjusted so that it is age appropriate. The difficult concepts can be introduced in later grades when children are older as they will then be able to comprehend them. The time allocated for lessons must be increased so that teachers are able to cover more work. When the content has been changed to one that is age appropriate and adequate time has been provided for the lessons, then effective teaching and learning will take place.

When reviewing the content, experts must provide information on how children learn, as this will help in deciding what kind of content to teach and how. Children learn through the use of senses such as visual, smell, touch and hearing, and therefore the content in the curriculum should take into account the use of these senses. The content must be exciting and make use of many visuals and colourful pictures. Lessons and activities should not be too demanding and must not take too long as young learners cannot concentrate for long periods. Furthermore, the pace set out must be appropriate, with the correct use of resources to ensure learners master difficult concepts. Criticos *et al.* (2012) suggests that the purpose of using resources is to help learners by providing them with real-life, relevant experiences which help them to be practically involved in their own learning and understand new ideas and concepts.

5.3.5 Provision of Teaching and Learning Support Material

Lack of learning and teaching support material hinders the effective implementation of CAPS. The most important LTSM are books. As stated by Vakalisa and Gawe

(2016:203) “books represent the most trusted source of knowledge because the written word can be preserved and consulted long after the time of its writing”. Books are therefore preferable as they are more reliable than the spoken word, which tends to be temporary and is open to misrepresentation by different people. It is the responsibility of the SMT to ensure that the school has enough adequate LTSM, starting with books. The problem of a shortage or lack of LTSM can be addressed through school partnerships and support programmes. Schools that have adequate LTSM can collaborate with schools that do not have them. For example, a school that has a laboratory where science experiments take place can collaborate with a school that does not have such resources and allow the learners and teachers to come to their school to use them. This will benefit the learners, as they will practically gain knowledge of the concepts being taught. SMTs of schools that have adequate LTSM can mentor SMTs of struggling schools to train them on how to acquire the necessary teaching and learning support material.

The principal must order teaching and learning support material timeously and not wait for the material to be completely depleted before placing an order. Moreover, a committee can be chosen to look after the existing teaching and learning support material. The committee should report on a regular basis to the principal and the parents on the conditions of the LTSM and the issues experienced. The LTSM committee, with the aid of other teachers, can brainstorm ideas of alternative ways of creating learning and teaching support material, instead of only relying on the ones provided by the department. The learners can also be involved in brainstorming ideas of how to develop their own LTSM. When learners are involved, it improves their attitudes and they will thereafter develop a culture of taking care of their books and resources.

5.3.6 School Management Team Mentorship

The South African Schools Act No. 84 of 1996 (SASA) legislates that school management teams (SMTs) and school governing bodies (SGBs) have to create partnerships for the advancement of quality education. Therefore, SMTs who are not doing their work in providing support and mentoring to their staff can receive mentorship

and training from experienced SMTs who carry out their mentoring and support duties well. When those SMTs are properly mentored and trained, they will be in a better position to assist teachers in their own schools and be able to provide information to them that is of value. Furthermore, they will be able to do class visits and provide valuable feedback to the teachers in order to improve their performance.

5.3.7 Provision of In-Service Training

A system should be put in place to ensure that all the teachers receive sufficient training before a curriculum is introduced. Sufficient training will equip teachers with the basic knowledge and skills of how to implement a curriculum. Training must be extensive and ongoing so that it addresses all the issues that teachers experience and keep them informed on developments in the education sector. When teachers are well equipped with information, they will be confident to implement what they have learnt. Officials from the department should also receive thorough training on CAPS so that they know how to support teachers in schools. The services of external curriculum experts should be used to train teachers in curriculum issues. Criticos *et al.* (2012) argue that in the current fast-paced world where knowledge changes rapidly, formal education is important to professional development because it helps to maintain subject knowledge and keep teachers up to date with developments and trends.

Teachers should not be promised only ongoing training; rather a commitment should be made between them and the Department of Basic Education. An official schedule of ongoing training should be agreed upon between the department and the schools. Ongoing support is necessary because teachers tend to feel discouraged and alienated when they have to implement something new. Support after training is, therefore, vital as teachers will not feel isolated but rather have a support structure that helps them in areas they do not understand.

To ensure that teachers receive training that is of a good quality, the department must take careful consideration in the training presenters employed. It should appoint trainers

who are knowledgeable on the subject to ensure that training does not waste the teachers' time. Emphasis should be placed on the evaluation of training workshops and professional development courses for Foundation Phase teachers. These workshops and courses need to be evaluated to determine if they achieve their objectives.

5.3.8 Provision of a Safe and Healthy Learning Environment

Niemann, Moosa, Marais and Swanepoel (2016) argue that a safe and healthy environment is critical for effective teaching and learning. The Bill of Rights states that every South African citizen has the right to an environment that is not harmful to his or her health or wellbeing. Furthermore, the South African constitution promotes 'best interests of the child' and therefore schools have an obligation to ensure that their environments are safe and healthy for learners. Schools do not exist in isolation but are part of the communities in which they are located. The SMTs must engage with the community members and request for their assistance with regards to issues of safety in schools. The impact on how theft and vandalism affect the education of learners must be explained to the community so that the community can be motivated to help schools fight crime and promote safety in schools.

Schools must not only rely on the department to provide them with infrastructure. The SMTs can request for donations and sponsorships from various sectors as many organisations have community and social investment programmes whose aim is to provide funding and assistance to sectors such as the education sector that requires financial assistance.

Furthermore, schools can run fundraising projects and use some funds from the SGB to pay security personnel to assist with security concerns at the schools. Parents and community members can also volunteer to help with security duties. Schools must do more to teach learners to care for the infrastructure of their schools. Schools can introduce a system where they monitor if learners comply with the school rules by taking care of the school property. An agreement that is lawful, such as a de-merit system can be introduced to ensure that there are consequences for those who do not comply.

Moreover, the principal must notify the department when there are issues of overcrowding in classes. The department has stipulated that the correct teacher to learner ratio is 1:35, so if the learners are more than 35, it points to overcrowding. As a temporary remedy, the principal can involve donors or sponsors to purchase movable classrooms so that effective teaching can continue.

5.3.9 Parents-School Collaboration

Communication with parents is essential. Parents need to be reminded that their help is constantly needed for the benefit of the learners. Lindeque, Gawe and Vandeyar (2016) explain that parents are the main teachers and must be involved in the education of their children. Parents must be represented in the SGB and must be encouraged to share the responsibility of the education of their children with the state.

The principal can invite parents to informal sessions where discussions can be held on how they can assist the teachers. Sometimes parents do not assist learners because they lack information of what the challenges are that teachers experience. Therefore, teachers must be open about the challenges they encounter in the classrooms. When parents have a bigger picture about the issues involved, they will be in a better position to help the teachers, which in turn will aid curriculum implementation. When learners see the strong partnership between their parents and teachers, they will work harder in school and the disciplinary problems will decrease.

5.3.10 Extra Tuition for Progressed Learners

Teachers should embark on research that looks at the consequences of progressing learners who are not yet competent. Progressing learners who are not yet ready creates a severe problem in later years as learners did not fully understand basic concepts that were taught in earlier years. As a result, when the learner gets to higher grades, they become demoralised and often drop out of school. In order to alleviate this problem,

teachers should provide extra lessons to progressed learners. This process will assist learners who do not understand the basic concepts that were taught in lower grades. If the Department of Basic Education can understand the bigger problems created by the system of progression, it might provide capacity building programmes to teachers so that they are able to effectively teach these learners. Teachers and SMTs have an obligation to provide extra tuition to these learners in order to develop their productive learning.

Teachers should employ the concept of reflective teaching in order to reflect on their behaviour and create solutions and strategies of how to teach to enhance productive learning. Cruickshank *et al.* (2009) maintain that reflective teaching has both immediate and long-term benefits for teachers and can improve teaching and learning and intensify your ability to analyse classroom events. After reflecting on problems encountered, teachers will be in a better position to develop programmes that will improve learning as opposed to just progressing learners who do not qualify to be progressed.

5.3.11 Development of Teachers' Initiative

The prescriptive nature of CAPS forces teachers to channel teaching which is problematic as learners are not the same. Teachers know their learners and know what works for them. As professionals, teachers must be given the discretion to structure their teaching to suit their classrooms as they have the knowledge of what works and does not work in their classrooms. Criticos *et al.* (2012) have similar ideas and point out that learners learn in various ways. They learn differently depending on their ages, their family histories, their beliefs, their home languages and so on. Therefore, teachers should have the discretion to recognise these individual differences and cater for them. The inflexible nature of the curriculum must be addressed because it will discourage proper implementation of the curriculum. This could be alleviated if teachers are shown how to be creative and take initiative in the teaching-learning situation.

5.4 Problems Experienced in this Research

Arrangements were made in advance with the different Foundation Phase HOD's regarding a suitable time to collect the questionnaire data. The researcher was, however, confronted with some challenges as questionnaires were not completed at the arranged time of collection, therefore, the researcher had to visit the same schools on numerous occasions to collect the questionnaires. The teachers indicated that they had a lot of work, some of them had gone to workshops and a few were off sick. In some schools, the researcher had to issue out the questionnaires again as they were lost or misplaced. It was, however, a different situation with the interview process. Appointments were made with the interviewees and they all honoured them. The interview process went smoothly and all the questions asked were answered and recorded.

5.5 Limitations of the Study

The main limitation of this study was the limited amount of literature available on the research topic. This is because CAPS was introduced in 2012 and therefore as a fairly new curriculum, not much has been written on it and most specifically on the challenges experienced by teachers with regards to its implementation.

Furthermore, the findings of the qualitative strand of this research cannot be generalized to the rest of the population because a non-probability sampling technique namely, purposive sampling was used to select the participants. Therefore, population validity is threatened as purposive sample is not representative of the population hence the results cannot be generalised with confidence.

5.6 Future Research

It is recommended that the following areas be researched in future, as this study was not able to explore them. Future research should therefore focus on:

- The challenges that teachers experience when they implement CAPS in the Intermediate Phase, Senior Phase or Further Education and Training Phase.

- The training needs of Foundation Phase teachers.
- The strategies, which primary schools could adopt to encourage teacher-parent collaboration in the implementation of CAPS.
- The actual teacher-learner interaction in the Foundation Phase classrooms.
- The school management teams' experiences in managing the implementation of CAPS in the Foundation Phase.
- The Foundation Phase teachers' sense of self-efficacy in the implementation of CAPS.

5.7 Conclusion

The main findings of the literature review revealed that for successful implementation of a new curriculum to take place, capacity to support the innovation must be present. This support can be in the form of adequate infrastructure, a safe and healthy learning environment, and training for teachers as well as support from outside agencies like district officials. Literature also indicates that policy on education paints an ideal picture of a school environment but lacks practicality because it was not drafted with the involvement of the teachers.

In order to avoid resistance to change, teachers must be given an opportunity to be involved in curriculum development processes rather than a curriculum imposed on them, which alienates them. Literature also reveals that the role of the teacher has changed from being the bearer of knowledge to being the mediator of learning as the teacher guides the learners to discover their own knowledge through learner-centred teaching methods such as discovery, problem-solving and co-operative learning. CAPS advocates for the application of the principle of inclusivity in the classroom, therefore teachers should be equipped with the skills required to accommodate learners with different learning needs in a single class. Teachers must have sufficient content knowledge and be familiar with CAPS assessment strategies, and their teaching practices must be in line with them.

Another challenge that Foundation Phase teachers experience in the implementation of CAPS is a lack of support and mentorship from the SMT. The SMT must provide mentorship and support to teachers and ensure that there is adequate teaching and learning facilities for effective teaching and learning to take place. Training is also an enormous challenge, teachers have received minimal training to implement CAPS in a meaningful way and there is no adequate support after training to ensure that teachers are implementing what they have learned correctly. The quality of training received is also not good. It is this type of training which results in teachers teaching poorly in class.

Moreover, the workload of teachers has increased as they have a lot of paperwork, which takes up teaching time. In addition, the content that must be taught is too difficult for the age of the learners and the curriculum coverage is problematic as there is a lot of work that must be covered in a limited timeframe. Learners cannot cope as they are unable to understand the work, and this creates even more barriers to learning, especially for the learners that have been identified as having special learning needs.

There is minimal parental involvement, which also creates problems. Parental support is necessary to ease the process of curriculum implementation. Teachers experience overcrowding in their classes, which negatively impacts on their work and the prescriptive nature of CAPS, restricts and channels them to do things in a certain way, not giving them the discretion to structure their teaching in a way that they know will be effective.

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APPENDIX A

Enquiries: KK Motshumi
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PT MOROLONG
2240 Thelingoane
Thabong
WELKOM, 9463

Dear Mrs Morolong

APPROVAL TO CONDUCT RESEARCH IN THE FREE STATE DEPARTMENT OF EDUCATION

1. This letter serves as an acknowledgement of receipt of your request to conduct research in the Free State Department of Education.

Research Topic: Teachers' views on the challenges they experience when implementing the curriculum and assessment policy statement in the foundation phase.

Schools involved: Bedelia, Boase, Bofihla, Boikutlo, Boitekong, Boliba, Dagbreek Prim, Dieketseng Prim, Dihwai, Dirisanang, Dr. M.G. Mngoma, Hlaboloha, Hlolohelo, Ikaheng, Ikemisetseng, Impucuko, Itsoseng, Itumeleng Mabelle, Khotso, Khotsong, Kweetsa, Lehakwe, Lemotso Prim, Lenyora Prim, Loboneng, Malebaleba, Mohobo, Mokgwabong, Moso, Phahamisanang, Phomolong, Reiketseditse, Reitzpark, Reseamohetse, SA Mokhothu, St Helena, Thembekile, Tshehetso, Tshireletso and Tswelopele in Lejweleputswa District.

Target Population: 200 Foundation Phase Educators.

2. **Period of research:** From the date of signature of this letter until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours. Should you fall behind your schedule by three months to complete your research project in the approved period, you will need to apply for an extension.
3. The approval is subject to the following conditions:
 - 3.1 The collection of data should not interfere with the normal tuition time or teaching process.
 - 3.2 A bound copy of the research document or a CD, should be submitted to the Free State Department of Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein.
 - 3.3 You will be expected, on completion of your research study to make a presentation to the relevant stakeholders in the Department.
 - 3.4 The ethics documents must be adhered to in the discourse of your study in our department.
4. Please note that costs relating to all the conditions mentioned above are your own responsibility.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 15/06/2018

RESEARCH APPLICATION MOROLONG PT PERMISSION EDITED 14 JUNE 2018

Strategic Planning, Policy & Research Directorate

Private Bag X20565, Bloemfontein, 9300 - Room 318, Old CNA Building, 3rd Floor, Charlotte Maxeke Street, Bloemfontein

Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

Enquiries: KK Motshumi
Ref: Notification of research: PT Morolong
Tel. 051 404 9221 / 079 503 4943
Email: K. Motshumi@fseducation.gov.za

District Director
Lejweleputswa District

Dear Ms Zonke

NOTIFICATION TO CONDUCT RESEARCH PROJECT IN YOUR DISTRICT BY PT MOROLONG.

The above mentioned candidate was granted permission to conduct research in your district as follows:

1. **Research Topic:** Teachers' views on the challenges they experience when implementing the curriculum and assessment policy statement in the foundation phase.

Schools involved: Bedelia, Boase, Bofihla, Boikutlo, Boitekong, Boliba, Dagbreek Prim, Dieketseng Prim, Dihwai, Dirosanang, Dr. M.G. Mngoma, Hlaboloha, Hlolohele, Ikaheng, Ikemisetseng, Impucuko, Itsoseng, Itumeleng Mabelle, Khotso, Khotsong, Kweetsa, Lehakwe, Lemotso Prim, Lenyora Prim, Loboneng, Malebaleba, Mohobo, Mokgwabong, Moso, Phahamisanang, Phomolong, Reiketseditse, Reitzpark, Reseamohetse, SA Mokhothu, St Helena, Thembekile, Tshetsetso, Tshireletso and Tswelopele primary schools in Lejweleputswa district.

Target Population: 200 Foundation Phase Educators.

Period of research: From the date of signature of this letter until 30 September 2018. Please note the department does not allow any research to be conducted during the fourth term (quarter) of the academic year nor during normal school hours.

2. **Research benefits:** The research will provide information on the challenges that teachers in the foundation phase experience when they implement curriculum changes. It will also provide information on how these changes impact on teaching and learning of foundation phase learners. In examining the challenges faced by teachers in CAPS implementation, vital lessons can be learnt regarding the requirements for effective curriculum implementation. The findings will be useful when CAPS is reviewed. Failure to address challenges that teachers experience could have negative consequences on the education system in South Africa.
3. Logistical procedures were met, in particular ethical considerations for conducting research in the Free State Department of Education.
4. Strategic Planning, Policy and Research Directorate will make the necessary arrangements for the researchers to present the findings and recommendations to the relevant officials in the district.

Yours sincerely


DR JEM SEKOLANYANE
CHIEF FINANCIAL OFFICER

DATE: 15/06/2018

RESEARCH APPLICATION PT MOROLONG NOTIFICATION EDITED 14 JUNE 2018. LEJWELEPUTSWA DISTRICT
Strategic Planning, Research & Policy Directorate
Private Bag X20565, Bloemfontein, 9300 - Old CNA Building, Room 318, 3rd Floor, Charlotte Mexeke Street, Bloemfontein
Tel: (051) 404 9283 / 9221 Fax: (086) 6678 678

APPENDIX B

2240 Thelingoane Street
Thabong
Welkom
9463
06 June 2018

The Principal

Dear Sir / Madam

Re: Permission to conduct research at your school

I am involved in a research that tries to investigate **the challenges Foundation phase teachers experience in implementing Curriculum and Assessment Policy Statement in the Lejweleputswa.**

The investigation into the challenges teachers experience in the implementation of CAPS is chosen in order to provide information to education specialists who will be in a better position to understand the consequences and implications of creating policies in a developing country such as South Africa. In examining the challenges, vital lessons can be learnt regarding the potential errors that can arise in the implementation of an education policy. The research will evaluate how the CAPS curriculum affects the quality of teaching and learning and the nature of support needed for the teachers to effectively implement the curriculum. The research findings might provide useful information to the Department of Basic Education to be used when reviewing curriculum implementation.

I have received permission to undertake this research from the Free State Department of Education. Your school has been selected to participate in this study. I shall be grateful if you could be assistance with the research by giving the enclosed questionnaires to Foundation Phase teachers. Completion of the questionnaire will be a take home 35 minutes exercise. I shall verbally inform you should I request to also interview your Foundation Phase educators. Interviews with selected educators will be done after school hours. It will also be completely anonymous and all gathered information will be treated confidentially.

Thank you for your co-operation.



Mrs Pearl Tabea Morolong

APPENDIX C

2240 Thelingoane Street
Thabong
9463
06 June 2018

Research on the challenges experienced by Foundation Phase teachers in the implementation of the Curriculum and Assessment Policy Statement in Lejweleputswa District

Dear Foundation Phase Educators

I am involved in a research that tries to investigate **the challenges Foundation phase teachers experience in implementing Curriculum and Assessment Policy Statement in the Lejweleputswa district.**

The investigation into the challenges teachers experience in the implementation of CAPS is chosen in order to provide information to education specialists who will be in a better position to understand the consequences and implications of creating policies in a developing country such as South Africa. In examining the challenges, vital lessons can be learnt regarding the potential errors that can arise in the implementation of an education policy. The research will evaluate how the CAPS curriculum affects the quality of teaching and learning and the nature of support needed for the teachers to effectively implement the curriculum. The research findings might provide useful information to the Department of Basic Education to be used when reviewing curriculum implementation.

Attached please find a research questionnaire which attempts to gather information on the challenges foundation phase teachers experience in implementing the curriculum and assessment policy statement at primary schools. This research will provide ideas to solutions on effective curriculum implementation. Therefore, in order for the researcher to understand the challenges foundation phase teachers experience in implementing CAPS in the Lejweleputswa district, information is needed from you. The survey has been approved by the Free State Department of Education. I will be grateful for your response and wish to guarantee that your response will remain completely anonymous and confidential.

Thank you for your co-operation



Mrs P.T Morolong

Consent Form

I, the undersigned do hereby agree / do not agree to participate in the study that investigates the challenges that teachers experience in implementing the curriculum and assessment policy statement in the Lejweleputswa District.

Signature of the Educator

Date

APPENDIX D

FOUNDATION PHASE EDUCATORS QUESTIONNAIRE

Dear Foundation Phase Educators

Research on Teachers' Views on the Challenges They Experience when Implementing the Curriculum and Assessment Policy Statement in the Foundation Phase

I am involved in a research that tries to **evaluate the challenges that Foundation Phase teachers experience when implementing the Curriculum and Assessment Policy Statement in Lejweleputswa, Free State**. The evaluation into the challenges teachers experience in the implementation of CAPS is chosen in order to provide information to education specialists who will be in a better position to understand the consequences and implications of creating policies in a developing country such as South Africa. In examining the challenges, vital lessons can be learnt regarding the potential errors that can arise in the implementation of an education policy. The research will evaluate how the CAPS curriculum affects the quality of teaching and learning and the nature of support needed for the teachers to effectively implement the curriculum. The research findings might provide useful information to the Department of Basic Education to be used when reviewing curriculum implementation.

Attached please find a questionnaire which attempts to gather information on the challenges Foundation Phase teachers experience in implementing the Curriculum and Assessment Policy Statement at primary schools. This research will provide ideas to solutions on effective curriculum implementation. Therefore, in order for the researcher to understand the challenges foundation phase teachers experience in implementing CAPS in Lejweleputswa district, information is needed from you. The survey has been approved by the Free State Department of Education. I will be grateful for your response and wish to guarantee that your response will remain completely anonymous and confidential.

Kindly answer by putting an (X) on a relevant answer that you wish to select.

For Example: 1. What is your gender?

Female	X
Male	

After completing the questionnaire hand it to your principal who will then return it to me by 15 June 2018.

Yours sincerely

Mrs P.T Morolong

PART A: PERSONAL DATA

A1. Indicate your gender.

Male	1
Female	2

A2. Indicate your age in the box provided below.

A3. Write the total years of your teaching experience below.

A4. Is your professional teaching qualification in the Foundation Phase?

Yes	1
No	2

A5. How many learners do you teach in one class? Write the number in the box provided.

For each statement below, please rate the extent to which you agree or disagree with it. Kindly answer by putting an (X) on a relevant answer that you wish to select.

USE THE SCALE BELOW

1	2	3	4	5	6	7
Strongly Disagree						Strongly Agree

PART B: Views about Curriculum and Assessment Policy Statement (CAPS)

	Statement								Office use only
B1.	There was a need for the Department of Basic Education to introduce a CAPS.	1	2	3	4	5	6	7	
B2.	The Curriculum and Assessment Policy Statement aims to improve the quality of teaching and learning.	1	2	3	4	5	6	7	
B3.	CAPS provides descriptions of what must be taught in the Foundation Phase which gives me a clear understanding of the topics that must be covered.	1	2	3	4	5	6	7	
B4.	Successful curriculum implementation depends on the extent to which teachers are trained for the implementation.	1	2	3	4	5	6	7	
B5.	Decisions on curriculum matters require my involvement as a teacher.	1	2	3	4	5	6	7	
B6.	The introduction of CAPS has created an enormous burden to me as a curriculum implementer.	1	2	3	4	5	6	7	

PART C: The Role of the Teacher in the Implementation of CAPS

	Statement								Office use only
C1.	I play a critical role as a change agent during the process of education reform.	1	2	3	4	5	6	7	
C2.	I find it easy to implement CAPS when I present my lessons.	1	2	3	4	5	6	7	
C3.	I need to facilitate changes in the classroom by implementing CAPS.	1	2	3	4	5	6	7	
C4.	I find it difficult to implement CAPS when I present my lessons.	1	2	3	4	5	6	7	
C5.	My teaching approach is learner-centred.	1	2	3	4	5	6	7	
C6.	It is time-consuming to adopt teaching approaches that are learner-centred in the Foundation Phase.	1	2	3	4	5	6	7	
C7.	I can implement CAPS with confidence in my classroom.	1	2	3	4	5	6	7	
C8.	I have received training to implement CAPS when I teach.	1	2	3	4	5	6	7	
C9.	Teaching skills I have match the demands of CAPS.	1	2	3	4	5	6	7	
C10.	As a teacher, I should have a say in curriculum changes by being involved in the curriculum development processes.	1	2	3	4	5	6	7	

PART D: The Role of the School Management Team in the Implementation of CAPS

	Statement								Office use only
D1.	The School Management Team (SMT) manages the implementation of CAPS successfully at my school.	1	2	3	4	5	6	7	
D2.	The SMT has managerial skills that assist me to implement CAPS efficiently.	1	2	3	4	5	6	7	
D3.	The SMT ensures that there is continuous professional development at our school.	1	2	3	4	5	6	7	
D4.	I receive support from the SMT when I implement CAPS in the classroom.	1	2	3	4	5	6	7	
D5.	Curriculum implementation requires the involvement of the principal.	1	2	3	4	5	6	7	
D6.	The principal ensures that I understand what I am doing when I implement CAPS in my classroom.	1	2	3	4	5	6	7	
D7.	The principal is responsible for creating an atmosphere of educational excitement at all levels to ensure effective implementation of CAPS at my school.	1	2	3	4	5	6	7	
D8.	The SMT recognizes good practices when I implement CAPS.	1	2	3	4	5	6	7	
D9.	The SMT identifies areas that I need to improve to implement CAPS efficiently.	1	2	3	4	5	6	7	

D10.	I receive monitoring and support from the SMT in the context of class visits.	1	2	3	4	5	6	7	
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PART E: In-service Training and Continuous Professional Development

	Statement								Office use only
E1.	Training in CAPS is the most viable option of informing teachers about developments in the curriculum.	1	2	3	4	5	6	7	
E2.	In-service training in CAPS develops change in my classroom practices.	1	2	3	4	5	6	7	
E3.	CAPS training programmes I have attended respond adequately to the changing nature of teaching as required by CAPS.	1	2	3	4	5	6	7	
E4.	If I should change my traditional way of teaching when I implement CAPS, I must be provided with on-going training.	1	2	3	4	5	6	7	
E5.	Poor training in CAPS exists, which results in me teaching poorly in my class.	1	2	3	4	5	6	7	
E6.	The quality of in-service training in CAPS I have received helps me to address challenges I experience in my classroom.	1	2	3	4	5	6	7	
E7.	In my school, teachers with expertise in CAPS offer training to other teachers.	1	2	3	4	5	6	7	
E8.	Curriculum advisors offer us on-going training in CAPS.	1	2	3	4	5	6	7	
E9.	Curriculum experts from outside the province offer us on-going training in CAPS.	1	2	3	4	5	6	7	

PART F: Assessment of Learners

	Statement								Office use only
F1.	I assess learners so that I should be able to improve my teaching strategies.	1	2	3	4	5	6	7	
F2.	I use formal assessment methods that are advocated by CAPS to ensure accuracy and fairness.	1	2	3	4	5	6	7	
F3.	I use informal assessment methods that are promoted by CAPS to ensure accuracy and fairness.	1	2	3	4	5	6	7	
F4.	I view assessment as an integral part of the learning process.	1	2	3	4	5	6	7	
F5.	My assessment tasks prepare learners for the Intermediate Phase.	1	2	3	4	5	6	7	

PART G: Content Knowledge and Pedagogy Knowledge

Content Knowledge

	Statement								Office use only
G1.	My content knowledge helps me to implement CAPS successfully.	1	2	3	4	5	6	7	
G2.	My curriculum advisors have content knowledge.	1	2	3	4	5	6	7	
G3.	I have content knowledge for all subjects I teach.	1	2	3	4	5	6	7	
G4.	I am confident to teach the content of all subjects in the Foundation Phase.	1	2	3	4	5	6	7	

Pedagogy Knowledge

	Statement								Office use only
G5.	My learners work in small groups which develops social and cooperative learning	1	2	3	4	5	6	7	
G6.	There is more teacher talk and less learner talk when I teach.	1	2	3	4	5	6	7	
G7.	I promote learner creativity when I teach.	1	2	3	4	5	6	7	
G8.	I dominate the teaching-learning process when I teach.	1	2	3	4	5	6	7	
G9.	When I teach, my learners engage with the learning material.	1	2	3	4	5	6	7	
G10.	My learners are passive recipients of knowledge when I teach.	1	2	3	4	5	6	7	
G11.	I promote my learners' thinking abilities through inquiry-based teaching.	1	2	3	4	5	6	7	
G12.	My learners ask me questions when they do not understand.	1	2	3	4	5	6	7	

PART H: Requirements for Successful Curriculum Implementation

Inclusive Education

	Statement								Office use only
H1.	I adapt my classroom practice to suit the needs of all learners.	1	2	3	4	5	6	7	
H2.	I show appreciation for children who are from different socio-economic background.	1	2	3	4	5	6	7	
H3	I have good understanding of how to recognize and address barriers to learning.	1	2	3	4	5	6	7	
H4	I accommodate learner diversity in my classroom.	1	2	3	4	5	6	7	
H5	Due CAPS demands, it becomes challenging to reach out to all learners with diverse learning needs.	1	2	3	4	5	6	7	

Resources

	Statement								Office use only
H6.	My school has financial resources that allow me to implement CAPS efficiently.	1	2	3	4	5	6	7	
H7.	My school has a well-equipped library.	1	2	3	4	5	6	7	
H8.	Infrastructure at my school provides learners with safe and healthy learning environment.	1	2	3	4	5	6	7	
H9.	My classroom is suitable for the implementation of CAPS.	1	2	3	4	5	6	7	

H10.	There is adequate furniture in my classroom.	1	2	3	4	5	6	7	
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School Climate

	Statement								Office use only
H11.	In my school, there is a positive climate for the successful implementation of CAPS.	1	2	3	4	5	6	7	
H12.	The climate in my school fosters a spirit of co-operation and collegiality.	1	2	3	4	5	6	7	
H13.	In my school, parental involvement contributes to the successful implementation of CAPS.	1	2	3	4	5	6	7	

Learning and Teaching Support Material (LTSM)

	Statement								Office use only
H14.	My school has adequate learning and teaching support material.	1	2	3	4	5	6	7	
H15.	I have adequate teaching support material.	1	2	3	4	5	6	7	
H16.	My learners have adequate learning material.	1	2	3	4	5	6	7	

THANK YOU FOR YOUR COOPERATION

APPENDIX E

RESEARCH INTERVIEW QUESTIONS

1. Do you think there was a need for the curriculum to be changed?
2. In your opinion how does CAPS affect teaching and learning?
3. What is your role as a teacher in the new CAPS curriculum?
4. Do you get support from the School Management Team (SMT) in curriculum implementation?
5. Do you get support from the School Based Support Team (SBST)?
6. Do you get support from the District Based Support Team (DBST)?
7. Have you attended training on CAPS and was it useful?
8. What is your view of how assessments are done in CAPS?
9. Does CAPS reduce your workload as a teacher?
10. What is your view on the fact that sometimes teachers are required to teach subjects which they have not specialised in?
11. CAPS has shifted the new teaching method from being teacher-centred to being learner-centred. What do you think of this method of teaching?
12. How can a teacher cope with teaching learners who have diverse learning needs?
13. What do you think of the promotion policy that allows the progression of unachieved learners from one grade to another?
14. Have you been supplied with enough teaching and learning material (LTSM) to ensure that you carry out your teaching duties effectively?
15. According to your opinion what can improve the effectiveness of implementing CAPS?

Thank you for your cooperation.

APPENDIX F



RESEARCH ETHICS APPROVAL

Date: 28 March 2018

This is to confirm that ethical clearance has been provided by the Faculty Research and Innovation Committee in view of the CUT Research Ethics and Integrity Framework, 2016 with reference number **[D.FRIC.18/2/9]**.

Applicant's Name	Morolong PT
Supervisor Name for Student Project (where applicable)	Dr. AM Rambuda
Level of Qualification for Student Project (where applicable)	M.Ed
Title of research project	Teachers' Views on the Challenges they Experience when Implementing the Curriculum and Assessment Policy Statement in the Foundation Phase

The following special conditions were set:

☒ Ethical measures as outlined in the LS 262a and which have been endorsed by the Faculty Research and Innovation Committee have to be adhered to.

We wish you success with your research project.

Regards



Prof JW Badenhorst

(Ethics committee representative: Research with humans)

APPENDIX G



11th November 2018

Re: Pearl Tabea Morolong

CUT

Student No: 214062481

To Whom it May Concern,

This is to certify that I have proofread and edited Pearl Tabea Morolong's Master's thesis, titled 'Teacher's Views on the challenges they experience when implementing the curriculum and assessment policy statement in the Foundation Phase.'

This also serves to confirm that Ms Morolong made the payment of the full invoice of R6200.00 on completion of the job.

Please feel free to contact me for any queries.

Regards



Kate Mey

APPENDIX H



ROOT - AM RAMBUDA

AM Rambuda on Tue, Nov 13 2018, 8:29 AM

13% match

Submission ID: 219491060

• **M Ed Dissertation Morolong P 2018.docx**

Word Count: 68,085

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